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Making Connections:

Guidance and Career Education in the Middle Years

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Executive Summary

This report is an examination of recommended and actual school-based Guidance policies, programs, and practices for young adolescents. The information is drawn from Canadian and international publications, and from a survey of Guidance and career education programs for Grades 7-9 in Ontario boards of education and schools, called The 1990 Ontario Guidance Survey.

The boards who responded represent 44% of all Grade 7 students, 42% of all Grade 8 students, and 53% of all Grade 9 students in Ontario- a total of about 175000 students across the three Grades. The boards varied in size from 500 to over 50000 students. Relative to the province as a whole, our responding boards represent 9% of the smallest boards (enrolment under 1000); 40% of the boards with 1000-9999 students; 43% of boards with 10000-19999 students; 46% of those with 20000-49999; and 67% of the largest boards, enroling over 50000 students.

Topics covered include the content of Guidance programs, with emphasis on those programs most commonly delivered to 11-14 year olds: transition programs, drop-out prevention programs, and career exploration programs. Special attention is given to the needs and interests of Franco-Ontarians, girls, and special needs groups.

The process of program delivery is also examined, encompassing collaboration between Guidance staff and other school- and community-based personnel, including students in peer programs. Curricular integration and career centres, as delivery modes for Guidance programs, are also described and discussed. Data from The 1990 Ontario Guidance Survey are integrated, to give a picture of current practice at both board and school levels.

The place of Guidance in middle-level schools is explored, in light of recent recommendations in Canada and the United States, concerning the restructuring of schools for young adolescents.

The literature surveyed establishes certain parameters for effective policy and practice in the development and delivery of Guidance programs for students in Grades 7-9. Measured against these guidelines, Guidance in Ontario appears to be well developed in some respects, less developed in others. A few of these areas are highlighted below.

- The literature emphasizes the importance of an integrated and developmentally based Guidance program. The respondents to the 1990 Ontario Guidance Survey at the board level, the school level and in career centres (i.e., Guidance co-ordinators, Guidance department heads and career centre managers) described programming priorities that reflect a holistic understanding of young adolescents. They emphasize the interaction, for example, between a developed sense of self and the ability to engage in a meaningful educational and career-exploration process.

- Guidance services, including career education, are most effectively developed and delivered by a broad cross-section of individuals from the school and the larger community. Ministry guidelines and professional literature support a broadly based, collaboratively delivered program, highly integrated into the other curricular activities of the school. In Ontario, there is considerable collaboration among school personnel at the planning stage, including Guidance counsellors, teachers, administrators, and students; and a fair degree of curriculum integration. But the larger community -- parents and others -- is an under-developed resource for Guidance program planning.

  The delivery of Guidance programs is also a collaborative process in most jurisdictions. Students are involved as peer helpers in about one in four secondary schools, but in far fewer elementary (Grade 7/8) settings.

- Career education is a major concern of school staff especially for Grade 9 students. Teachers and counsellors give it a central place in the school program. But it is not always as well integrated as it might be into the curriculum of other subject areas, in part because of a lack of resource materials for teacher and counsellor use in making those connections. There is, however, a strong link between career education and co-operative education in most secondary schools.

- Career centres, where they exist, are extremely effective in providing appropriate and up-to-date programs and resources for both students and staff. Both schools and career centres show considerable concern, in their programming, for the educational and career needs and interests of female students.

- Research supports an emphasis on group rather than individual delivery of Guidance counselling. Survey responses indicate that group counselling is still slightly less common than individual, except in the area of career counselling. Research also supports a strong preventive emphasis and the importance of reaching out to most students. Respondents show an understanding of, and considerable movement toward these goals.

- Many of the excellent individual programs and activities described by individual boards, schools, and career centres emphasize active, experiential modes of learning for students. Overall, however, most Guidance programs appear to use traditional and more passive instructional modes more often than not.

- Most Guidance staff report satisfaction with their role and acceptance by their school of the importance of the Guidance program. Their chief concerns are the lack of full-time qualified Guidance counsellors; the insufficiency of in-service opportunities, in their opinion; and the imposed necessity of spending typically one-third of their time on administrative duties.

- Educationally based Guidance services in Canada and throughout the developed world have undergone significant evolutionary change in the last half of the twentieth century. As a relatively young component of school curricula, they continue to be in flux. Educational authorities, Guidance Counsellors, administrators, and teachers all struggle to define the role and mandate of Guidance and to come to agreement on the proper balance of activities and the appropriate division of responsibilities. In Ontario in 1990, the process of change is evident. There is a fairly general understanding of the issues, and of what excellent Guidance programming looks like. The realization of that widely shared vision already exists in a significant number of settings, as is demonstrated by the many illustrations of effective programs reported in The 1990 Ontario Guidance Survey.

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EXCELLENCE IN EDUCATION IN THE MIDDLE YEARS: GUIDANCE AT UPTOWN MIDDLE SCHOOL

The reforms and restructuring of education in the middle years recommended by Turning Points, Rights of Passage, and People and Skills in the New Global Economy are realized in Uptown Middle School in Education 2000: A vision for our schools in the future. Uptown Middle School is a Grade 7 to 10 school with about 150 students and a small team of teachers. At Uptown, there is an integrated, de-streamed core curriculum , instead of rotary classes. Teachers plan together so their subjects are closely inter-related. Each teacher mentors or advises twelve students, taking real interest in them and their welfare. There is extensive mainstreaming of handicapped students, many of whom are assisted by peer counsellors or buddies. Parents are so often present as to be unremarkable--as visitors, aides, for conferences, on committees. The whole flavour of the school is that of a small, close interdependent community in which each student recognizes that he/she is an important part, and in which students and teachers feel responsible for each other. It is, indeed, a utopian view, but it is not extraordinarily different from what can be achieved: Uptown is based on a real school, a middle school in New York City.

In fact, some schools in Ontario are moving slowly toward this model. There are almost no Grade 7-10 schools (we heard from two out of almost 1200 schools); but there are some elementary and more secondary schools which have implemented peer programs, teacher advisories (mentorship groups), and some integrated curricula. One of the characteristics of such schools is that they are more likely than other schools to have effective Guidance programs. In fact, we suggest that there is something missing from the vision of the restructured middle school that has been evolving of late. What is missing is a dedicated, coordinating function; a position which exists to support and maintain the many initiatives which make this school different. If a school is to be more than the sum of its parts, in a planful way, someone must be charged with a curriculum responsibility which is external to any particular course of study or department. While teams of teachers certainly can and must take on some of this responsibility, additional support is necessary from a person whose training, duties, and schedule enable her/him to function as a catalyst for activities - like career education across the curriculum - which link teacher with teacher and student with student within the school; and which link the school as a whole to the larger community. We suggest that it is the counsellor who is the catalyst, and the Guidance function which provides the infrastructure and is the link.

A reading of OSIS, the Ministry of Education's program and diploma requirements for Grades 7-OAC, makes this concept fairly clear: "The guidance program is a vital and integral part of the total school curriculum. It is a composite of the school's instructional, counselling, consultation, coordination and liaison activities that are planned and implemented to assist student orientation, program selection, and preparation for the next level of study or entry to the working world. Thus, the provision and maintenance of an effective guidance program is esential to all students." At our Uptown Middle School, it is the Guidance counsellor who visits the elementary feeder schools to meet the incoming students while they are still in Grade 6; it is s/he who works with Uptown teachers to coordinate an orientation program in March that brings the Grade 6s to Uptown for a day, pairs them with Uptown students, and gives them a picture of the academic and social life there. It is also s/he who works with Uptown teachers in planning and preparing for mentorship. S/he does this by modeling strategies while teachers observe in co-delivered programs; by preparing appropriate activity suggestions for group advisory periods; and by being available on a regular, consulting basis to all staff. The teachers at Uptown are divided into teams with each team delivering the core curriculum to about 50 students. The Guidance counsellor divides her/his time equally between these teams. That time is spent in: working with teachers on integrating career exploration into the curriculum; advising them on particular issues raised in mentorship groups, and suggesting strategies to deal with them; facilitating the referral process for a student the teacher and counsellor deem to need outside support; and giving information on educational or employment opportunities that teachers could share with their students. The counsellor, on her/his day with a team, also spends time with students: training and coaching them in small groups in peer counselling and tutoring; discussing with them opportunities for and helping them find places in community service and cooperative education; assisting them in developing their leadership skills within student government, etc.

As an integral part of working with the teams and coordinating appropriate activities among them, the counsellor visits feeder schools, community service and cooperative education work sites, colleges and universities, the Career Centre, and makes arrangements (previously agreed upon with teachers, and well-integrated into their programs) for speakers and field trips. S/he also reviews student files, and has individual appointments with students contacted in the team settings who need specific educational counselling, course planning, etc. S/he may also lead or facilitate small groups of students who have a common interest or concern. A few hours each month are devoted to further in-service training, at the Career Centre and at the teacher development centre. What our Guidance counsellor does not have to do is create or adjust a complex time-table, which doesn't exist because of our small school's core curriculum. At the Grade 7-10 level, s/he also is not concerned with university applications or letters of reference. Administrative duties need not occupy a big part of the Guidance counsellor's day; instead, her/his time can be almost entirely devoted to consulting to teachers, co-instruction, working with students in small groups, liasing with parents, and promoting the integration of career education in a curriculum-enriching fashion.

Our Guidance counsellor is able to carry out these duties successfully because s/he works closely with all staff and students in a school characterized by a shared vision and agreed-upon goals. S/he continues to develop skills and confidence in the role through on-going professional development in support of group work, team teaching, preventive counselling, and the integration of career education into the school's curriculum.

Our Guidance counsellor did not, in the larger and more traditional school s/he worked in previously, enjoy such a clear mandate and such a close working relationship with all staff and students. Focussing clearly on the programs and functions considered appropriate at the restructured school required an attitude shift as well as further training. Much of the individual counselling which had been a big part of the role at the other school had to be given up in favour of programs that would reach more students, and be more closely related to school priorities, including self-concept development and educational and career-planning priorities. But the counsellor knew that s/he had the support of her/his colleagues in defining the role in this way, and consequently had no difficulty in putting energy into developing skills in team teaching, group counselling, and an integrated career program.

Good orientation programs, peer programs, and integrated career education are most likely to happen when Guidance counsellors are actively involved in making them happen. Contacts with employers, the arrangement of career fairs, trips to career centres, transition programs linking elementary and secondary students and teachers, training in peer helping and in mentoring cannot be done by classroom teachers in their spare time. They can be done by people whose job it is to do them, and whose training equips them to do them and do them well. If these important and necessary tasks are everybody's business they are very likely to be nobody's business, unless there is someone whose particular job it is to make them everybody's business - someone with the time, the physical mobility, and the mandate to coordinate the whole school's Guidance program. That someone is the Guidance Counsellor.

I. EFFECTIVE SCHOOL GUIDANCE PROGRAMS FOR THE TRANSITION YEARS: THE FRAMEWORK

A. INTRODUCTION

The focus of this study is on Guidance and career education in the transition years, grades 7-9. Its purpose is to describe and identify exemplary programs for Guidance in the middle years, exemplary meaning "serving as a model or example; worth imitating." An exemplary program could be a workshop, an inservice activity, a teaching or learning strategy, a resource, a Board initiative or any other aspect of a Guidance program. Exemplary programs are effective programs that assist students in achieving goals set by them and their teachers. The focus of this study is on effective programs which can serve as models for other schools or Boards.

Based on a survey of the available literature and a survey of Ontario's English and French language Boards of Education and schools, this research considers exemplary models and strategies for Guidance and career education for 11-14 year old students. Specific research questions which have been investigated include:

- What are the characteristics of an effective program of Guidance and career education for students in grades 7-9?
- What are the system-wide and individual school policies that permit and/or lead to the development of exemplary models for Guidance and career education? What principles guide and inform the development and implementation of policy for effective Guidance programs and services? At what level of the system do such policies and principles originate? How are they able to spread throughout the system?
- What are the expected outcomes of the exemplary models and strategies?
- How are these policies and models implemented? Who is responsible and/or takes ownership for implementation?
- What evaluation strategies are associated with exemplary models and strategies?
- What are the implications of their implementation for staffing and staff development?
- In what new ways can programs and services for Guidance and career education be coordinated and/or

integrated to address the full range of student needs?

- How can insights obtained from the research stimulate the development of increasingly effective programs for Guidance and career education?

To a great extent a Guidance activity is framed by the Guidance program within which it resides. Therefore, the parameters for this study encompass program in both its meanings: specific effective programs or activities and the strategies with which they are delivered; and the total school Guidance program as it is planned, reviewed, implemented and evaluated at the Board and school levels.

A total school Guidance program is "a composite of the school's instructional, counselling, consultation, coordination, and liaison activities...[1]" which involves all school staff in its implementation. It functions to set a context for the entire school and exists outside of the parameters of responsibilities of any specific department or staff member.

Criteria for defining exemplary models and strategies were identified based on findings from the literature review and with reference to principles of effective schooling and of student centred learning. (See Appendix III.) Based on these findings, a survey instrument was then developed to be administered to public and separate Boards and schools throughout Ontario. (See Appendix V.) All data in this report which derive from the 1990 Ontario Guidance Survey will be highlighted. Boards and schools will not be named.

Questionnaires concerning Board-level programs were sent to all 160 Boards of Education which include grade 7, 8 and 9 classes in their schools. Within these Boards questionnaires concerning school Guidance programs were sent to a total of 3,150 schools, each of which contained one or more of the following grades: 7, 8 and 9 (or, first year secondary credits). All mailings were addressed to the Director of Education, with the request that questionnaires be routed to (1) whoever is responsible for the Guidance Program at the Board level and (2) principals of all schools containing grade 7, 8 and/or 9. Principals, in turn, were asked to route the school's questionnaire to whoever takes responsibility for the Guidance Program in the school. In addition, a questionnaire specific to career education was sent to the Managers of 20 career centres throughout Ontario which are sponsored by Boards of Education.

Sixty-seven Boards, or 42% of those having schools with grade 7, 8 or 9 students, returned the questionnaire completed by the person responsible for the Board's Guidance program. The response rate by school was slightly lower, at 38%. (See Table 1.)

Respondents to 1990 Ontario Guidance Survey

Boards/Schools (with grade 7-9 classes)	Total	As percentage of Ontario total*
Boards (with grade 7-9 classes)	67	42%
Schools (with grade 7-9 classes)		
Total	1191	38%
K-8	701	Unknown
9-12/OAC	308	Unknown
Other	182	
Students		
Grade 7	52,687	44%
Grade 8	49,178	42%
Grade 9	76,865	53%

* Based on 1987 data, the last available.

Table 1

These Boards represent 44% of all grade 7 students, 42% of all grade 8 students, and 53% of all grade 9 students in Ontario - a total of about 175,000 students across the three grades. The Boards varied in size from 500 to over 50,000 students. Relative to the Province as a whole, our responding Boards represent 9% of the smallest Boards (enrolment under 1,000); 40% of the Boards with 1,000-9,999 students; 43% of Boards with 10,000-19,999 students; 46% of those with 20,000-49,999; and 67% of the largest Boards, enroling over 50,000 students. Clearly the smallest Boards are poorly represented here, and the large ones quite well-represented. This is not surprising, given that the larger Boards are much more likely to have someone with central responsibility for Guidance programming, to whom the questionnaire could be most easily directed, and who would be most likely to take an interest in the study.

While the sample over-represents the largest Boards, relative to the Province as a whole, within the 67 responding Boards the most common enrolment category was the Board with 10,000-20,000 students, and this is also the most common size of Board Province-wide.

1191 schools, or 38% of the total, completed the survey. These schools include K-8s, 6-8s, 7-8s, 7-9s, 7-10s, 9-12/OACs. More than 750 of the schools which responded have grade 7 & 8 programs; about 315 have grade 9s. The main categories of school organization represented are K-8 (701 schools), and 9-12/OAC (308 schools). The schools' population accounts for 34% of Ontario's grade 7s, 35% of grade 8s, and 41% of grade 9s.[2]

Twice the proportion of responding schools were urban (38%) compared to rural (19%). Small towns (23%) and small cities (21%) were about equally represented.

Boards and schools were also invited in a second section of the questionnaire to describe one (or more) specific programs models, resources or strategies they deliver which they judge to be effective. (Boards could describe programs delivered to students, staff, or both.) 25 Boards (38% of the 66 which responded) described an effective program directed at students, and 14 (21%) described one directed to staff (in-service program). 635 schools (about 53% of the schools which responded to the first section of the questionnaire) described an effective program within the school's overall Guidance program.

B. EFFECTIVE SCHOOLS AND GUIDANCE

The fundamental educational responsibility of schools to facilitate the "physical, intellectual, emotional, social, cultural, and moral development of each student"[3] requires an effective total school Guidance program. Among the thirteen goals of education mandated by OSIS, several overlap in intent and practice with the learning objectives of Guidance 1984:

- "develop a feeling of self-worth";
- "develop understanding of the role of the individual within the family and of the role of the family within society";
- "acquire skills that contribute to self-reliance in solving practical problems in every day life";
- "develop a sense of personal responsibility in society at the local, national and international levels";
- develop esteem for the customs, cultures, and beliefs of a wide variety of societal groups";
- "acquire skills and attitudes that will lead to satisfaction and productivity in the world of work";
- "develop values related to personal, ethical, or religious beliefs and to the common welfare of society."[4]

The Guidance program plays a major role in encouraging each of these areas of student growth, providing opportunities for students to "know and appreciate themselves ... relate effectively to others ... develop appropriate educational plans ... [and] explore career alternatives."[5]

Literature demonstrates the importance of milieu in promoting effective schools where students experience a high rate of academic and personal success.[6] "Ensuring that the school has an effective Guidance department is one of the most important contributions principals can make toward establishment of a positive climate."[7] When the Guidance program and counsellors are perceived by staff and students as being "genuinely helpful to students,"[8] schools exhibit an increased positive atmosphere. One way in which a "genuinely helpful" Guidance program is defined involves providing meaningful links between the student's current school experiences and her/his goals and expectations for the future. In addition, recent studies reported in The Harvard Education Letter[9] indicate that Guidance and counselling "programs might be a key to improving the overall academic climate of the school."

The integration of Guidance programming within the school program is an additional characteristic of effective schools.[10] Ministry policy states that the Guidance program in the intermediate and senior divisions is a "vital and integral part of the total school curriculum,"[11] with responsibility for implementation fully shared among Guidance counsellors, teachers and the principal.[12] The integration of Guidance policy and program within the school is further delineated in the broad scope of a total school Guidance program.[13] (For further discussion of curriculum integration of Guidance programming, see Chapter IV, Section B part 1, "Curriculum Integration: The example of career education").

King[14] has identified four definitions of a "good school," with criteria for effectiveness variously characterized as"

> ...the school graduates a high number of academically successful students, the students are well disciplined, they take pride in their school and are pleased to be there, or the school is able to keep students until they complete a program.

For each of these definitions of an effective school - the "efficient school," the school that "holds its students," the school "with an emphasis on discipline" and the school "with a positive atmosphere" - an effective school Guidance program is assumed to be an important contributing factor. King maintains that there is a strong relationship between teacher satisfaction with Guidance services and school support for counsellors and counselling services.

Russell[15] names nine key factors in effective urban high schools: (defined as those which successfully prepare students for occupational fields and/or further education) a safe and orderly environment; an atmosphere of constructive energy in the school; a warm and caring school climate; an established admissions process based on matching students' interests with school programs; a dual mission to prepare students for an occupation or further education; high expectations for all students, with minimal grouping by ability; specialized curricula; integration of theory and practice (e.g., academic and technical) in courses; strong linkages with business, industry, and institutions of higher education.

Significant features of an effective total school Guidance Program have been identified as:

- The Guidance and career education program is an integral part of the school, receiving strong administrative support, contributing to a positive school atmosphere and with a broad student-service orientation aimed at all students.[16]

- The Guidance program acts as the nerve centre of the school and permeates the entire school curriculum and other experiences.[17]

- The Guidance program is a planned, structured program with clear goals and objectives that are derived from need, not from issues; it takes a proactive, preventive, developmental approach.[18]

- The Guidance program is perceived as a shared responsibility among Guidance counsellors, administrators and teachers; there are no part-time Guidance counsellors; there is an increased instructional role for Guidance counsellors.[19]

- Counsellors, teachers and administrators understand and try to meet the needs of adolescent learners.[20]

- Career counselling is continuous, well-documented and regular, with every student seen at least once a year either individually or in small groups and most students seen several times yearly; career counselling occurs at critical decision-making points during the years; career education objectives are included with school objectives; a wide range of career alternatives are displayed with current information about the changing job market maintained; standardized, computerized services are provided; Guidance services are linked where appropriate to special education, co-operative education and work experience programs.[21]

- The Guidance program includes small group advisories, teacher mentors, and peer facilitators.[22]

What is clear from the above is that an effective Guidance program maintains active links with all aspects of a student's school experience. An effective Guidance program also provides students with a solid foundation for their transitions through grades 7, 8 and 9, by promoting positive attitudes to their school experience. Ensuring that students understand the importance and relevance of course selection can result in a feeling of confidence and enhanced self-image, an ability to set realistic goals for future education and work and a commitment to remaining in school.

If we accept the premise of Ontario Ministry of Education documents such as OSIS and Guidance 1984, that an effective Guidance program is a total school program, co-delivered by Guidance counsellors, teachers, and administrators, then it is logical to assert that where one finds an effective Guidance program one also finds an effective school.

In fact, it is instructive to review the issues which the Ontario Ministry of Education views as key in the transition years:

1. Policy focus.
2. Core curriculum in Grades 7, 8 and 9.
3. Facilitating the transitions.
4. Teacher in-service and pre-service.
5. School organization.
6. Evaluation.
7. Special schools and programs.
8. Provision for career counselling and information.
9. Guidance and support services.
10. Community/parent involvement.
11. Meeting the needs of exceptional students.

While only two (#8 and #9) mention Guidance and Counselling explicitly, in fact, as the rest of this paper demonstrates, very few of the eleven are issues to which Guidance programming is not central. For example,

#3: Guidance programs in the transition years are about facilitating transition - whether, in the narrow sense, to secondary school or, in the broad sense, from dependence to independence.

#4: Guidance counsellors work with teachers constantly, informally, as consultants and peer coaches, and formally, in in-service programs offered in support of whole school delivery of

Guidance. They model and teach counselling skills.

#5: Guidance programs are not only dependent upon how the school is organized for their success, they also can and sometimes do serve as a major infrastructure to support a secondary school's particular mission and focus. Any major school re-organization will have to deeply involve and affect the Guidance program because of its cross-disciplinary nature.

#10: Guidance counsellors are involved with parents on an individual and group basis, in orientation and career counselling programs among others. They often are the primary link between schools and community agencies and employers.

#11: Many Guidance programs and efforts are targeted to exceptional students, those with special needs. Support groups, peer helpers, tutoring programs - all depend, typically, on the Guidance staff for development, maintenance, support.

In all these key issues, whether at the Board or school level, the Guidance program is central to policy implementation.

C. EFFECTIVE SCHOOLS AND EFFECTIVE GUIDANCE PROGRAMS FOR THE TRANSITION YEARS

What is an effective school for 11 to 14 year olds? In the last few years, in North America, there has been an intense interest in and focus on the education of children in their middle or early adolescent years--roughly the Grade 6 to Grade 10 continuum, or about ages 11-16. Policy-making groups and policy-influencing groups in the United States and Canada have been scrutinizing the characteristics of young adolescents and the characteristics of the learning environments provided for them, and commenting forcefully on the fit between them, or the lack thereof. Publications like The Adolescent Experience ((A. King, Ontario Secondary School Teachers' Federation, 1986); Caught in the Middle (California State Department of Education, 1987); Turning Points (Carnegie Council on Adolescent Development, 1989); Getting it Right (J. Oppenheimer, Federation of Women Teachers' Associations of Ontario, 1990); Rights of Passage (A. Hargreaves and L. Earl, Ontario Ministry of Education/Ontario Institute for Studies in Education, 1990); Education 2000 (M. Landsberg, Toronto Teachers' Federation, 1990); and People and Skills in the New Global Economy (Ontario Premier's Council, 1990) all address the relationship between the students and the educational institutions which serve them in what has come to be known as "transescence", or pre-puberty through early adolescence.

The emphasis in each of these publications varies--from a focus on curriculum, to one on school organization, to student-centred reflection on the experience of schooling. Some are more comprehensive in scope than others. But each of them to a greater or lesser extent, considers the relationship between the affective needs of early adolescents and their academic motivation and application. Similarly, while the implications for the role of the school Guidance counsellor are made explicit in some of these publications (e.g., King, Oppenheimer) and are unelaborated in others, it is arguable that there is no more central role in the kind of revamped middle years schooling being described than that of the Guidance counsellor. A neat summary of this relationship as it applies to the middle school years states that : "For schools to become more effective they must become more affective and the school counsellor is the person most likely to be successful in stimulating schools to move in this direction." (George, 1986.)

There are four major areas of growth with which the early adolescent is intensely and inextricably involved: physical, personal, social and intellectual. Changes in each of these aspects of self are complex and often confusing. Adolescence, as Beane and Lipka describe, and as teachers and parents will readily attest, "...is one of the most dramatic age periods in the human life span."

In this often confusing personal context, adolescents need:

- to be recognized and feel important;
- to find their place within their family, their peer group and the larger society;
- to be autonomous and make their own decisions;
- to express an enormous variability of self; and
- simultaneously to be supported and challenged in their attempts to make sense of the process through which they are living.

During this turmoil of change and growth, young adolescents need to feel acknowledged and accepted, to feel the security of belonging, to form bonds with their peers and loyalty to friends and peer group members.

An effective educational milieu which meets the needs of intermediate level students will satisfy their requirements for positive relationships with adults and peers. Adolescents need positive and caring relationships with significant adults in the school who are interested in them, care about what happens to them and who ask their opinions about issues and ideas. Such relationships encourage growth and change by providing support, connection and trust. At a time when adolescents are forming their own identities and moving away from the influence of their parents, every youngster should have at least one adult in the school who wants and is able to take the time to talk about academic and personal concerns.

The central core of thinking throughout recent writings on the subject is a view of the young adolescent learner which asserts that s/he learns best in an atmosphere which is personal and communal. "Young adolescents are not ready for the atomistic independence foisted on them in secondary schools" (Lipsitz, 1984). "Adolescents need to experience and grow toward independence" and at the same time "establish relationships with particular adults within which these processes of growth can take place." (Hargreaves and Earl), ". . .stable, close, mutually respectful relationships with adults and peers are considered fundamental for intellectual development and personal growth." (Turning Points.)

The conviction that young adolescents are unlikely to flourish intellectually in an educational setting which is impersonal has led policy makers and analysts to endorse a kind of smaller is better philosophy for the middle years. The two most common recommendations which follow from this point of view are:

- that schools be divided into houses, teams, or schools-within-a-school in which a group of students (typically about 100) has a common program, so that one's effective peer group is 100, rather than the several hundred that now comprise any one student's classmates as s/he moves through the school day; and that each of these relatively small units have a correspondingly small teaching complement;

- that each teacher within the unit have advisory/pastoral responsibility for the same group (20-25, usually) of students for the duration of the students' career at that school (i.e., two, three or four years, depending on the school's organization).

The recommendation that teachers act as advisors to students whom they know on a face-to-face, year-in and year-out basis rests not only on the premise that students need such an adult in their school lives; it rests also on the reality that no other kind of staff person except the classroom teacher is available in sufficient numbers to carry out such a role. Most elementary schools in North America, including in Ontario, operate without full-time Guidance counsellors. An additional finding is that, even in secondary schools with Guidance departments, students are more likely to seek counselling informally from a classroom teacher than from a Guidance counsellor--presumably because teachers are better known and more frequently seen, and are thus perceived as more easily accessible by students. Since teachers are already being called on by students as counsellors, and especially because recent policy recommendations would very significantly increase the counselling role for teachers, it becomes incumbent upon those with Guidance training and experience to give priority to the function of consulting to teachers on counselling, instructing them in counselling skills and strategies, making available resources and delivering in-service. The call for teacher advisories, to the extent that it is heeded, cannot result in success unless Guidance counsellors are viewed as having a major role in preparing teachers for that role.

The Carnegie report, Turning Points, calls, in its first of eight recommendations, for middle schools that : "create small communities for learning. . . The key elements of these communities are schools-within-schools or houses; students and teachers grouped together as teams; and small group advisories that ensure that every student is known well by at least one adult." And the Ontario paper on school organization for 11-14 year-olds concludes that, as far as transition to secondary school is concerned, "More enduring solutions to the problems of long term adjustment to secondary school include: reducing school size to create an intimate, supportive environment; creating 'schools-within-schools'; developing a sense of 'home' or community within the school (Hargreaves and Earl). Related to this small community of learners notion is the idea that schools for adolescents must capitalize on students' concerns with the peer group by developing and supporting helping relationships among students. Peer tutoring and peer counselling programs, much advocated as a way of spreading otherwise scarce resources as well as of increasing achievement and self-esteem for both tutors and tutees, is most easily facilitated in a face-to-face community, where members are likely to feel a sense of mutual obligation. Here again, the Guidance staff has a key training role--in this case, in helping students develop the kind of social facilitation skills necessary to function successfully as a peer tutor or counsellor, whether in a one-on-one or small group situation. (See Bowman, 1986; Gumaer, 1986.)

In Ontario, the 1990 Premier's Council Report (People and Skills in The New Global Economy) cites Turning Points in support of the recommendation that students in the transition years be exposed to a common school experience (before school-leaving age, or through grade 10), and suggests that the success of such an organization would depend on a team teaching approach that "enables students and teachers to get to know one another well and permits individual student needs to be met within the home classroom."

The implications of these recommendations are far-reaching, not only for school structure and organization, but also for curriculum. Much writing about education for the middle years concerns the relationship between the small team of teachers delivering the curriculum to a "house", and the kind of cooperative planning and inter-disciplinary integration that is facilitated by the structure. A small group of teachers who have constant daily contact can plan together, and are likely to have a holistic view of the students they share. A curriculum which is organized not by academic subjects--whose boundaries are artificial and do not correspond to the reality of the world the students live in and will work in--but by topics and themes which are inherently interesting and real, has much greater likelihood of evolving and flourishing when teachers from different disciplines have close, frequent, meaningful professional contact. Whether or not they implement core curricula, as is increasingly being called for, small teaching units are more likely to realize the goal of "securing coherence in curricular, instructional, and Guidance objectives" (Hargreaves and Earl).

Probably the prime example of a significant Guidance objective which is facilitated by a more integrated curriculum is that of infusing career education across the curriculum. The primary goals of career education at the intermediate level are to help students develop self-awareness; identify their interests, abilities and goals; develop decision-making skills; understand the implications of educational choices; and be aware, in general terms, of occupational areas or clusters of work. The infusion of career exploration activities in all or most subject areas is seen as highly desirable. In Ontario, Ministry of Education guidelines mandate that all teachers, Grades 7 through secondary school, share the responsibility for Guidance in general, and for career education in particular. Career components are being incorporated, by the Ministry, into all new subject guidelines. To the extent that curriculum is more shared, at the teacher level, career education is likely to be more evenly and more convincingly related to students' course work. Here too, the knowledge and skills of the Guidance staff become an essential resource to the teaching staff. Guidance counsellors are already heavily involved in the process of career education: in providing resources, facilitating self-awareness activities, developing programs, and in direct counselling around course and post-secondary choices. In a school built around smaller, more integrated teaching teams and teaching advisories, program delivery by Guidance counsellors would be more concentrated on consulting to teaching teams and working with these teams to develop and in some cases co-deliver programs to students. This kind of teacher and student involvement is likely to increase counsellors' contacts with students, such that the oft-recommended pattern in which every student is seen by a counsellor several times each year may become a reality. Such contacts may be in groups, rather than on an individual basis; individual students may be seen on an as-needed, follow-up basis. But the presence of a counsellor in the classroom, in interaction with teachers, can make her/his presence in the school real for students who otherwise do not find their way to the Guidance office. As we know from King's work (King, 1986), students at the secondary level see career guidance as the most important service a Guidance counsellor can offer them; teachers tend to agree. The opportunity for Guidance counsellors to deliver expertise in this valued area, in a setting which is designed to be more supportive and personal than the usual rotary classroom, is one which is far less common now than it might be.

In summary, an effective educational milieu for young teenage learners will provide experiential, student-centred and integrated learning within a cohesive community which:

- is warm, caring, safe and orderly;
- is managed by administrators who are accessible, visible and responsive and who espouse clear, impartial and functional policies;
- is a small community for learning with a climate appropriate to intellectual development and shared educational purposes;
- contains a "stable clustering of teachers and peers" in an atmosphere of "constructive energy";

- emphasizes group approaches to learning; and
- provides frequent and continuing Guidance, both formally and informally.

The needs of young adolescent learners are complex and not limited to or even primarily focused on academic pursuit. As the authors of Rites of Passage conclude:

> ... the main purpose of the Transition Years is not to prepare students for high school but to help make education a continuous process addressing the personal, social, physical and intellectual needs of young people at each particular stage in their development.[23]

II. EFFECTIVE GUIDANCE PROGRAMS FOR THE TRANSITION YEARS: CONTENT

A. INTRODUCTION

The aims of Guidance education as stated in Guidance 1984[24] require that:

> The Guidance program shall provide opportunities for students to acquire the skills, knowledge, and attitudes necessary to:
>
> A. know and appreciate themselves
> B. relate effectively to others
> C. develop appropriate educational plans
> D. explore career alternatives

These objectives are remarkably consistent with the 1947 statement by Gruhn and Davis,[25] considered to be a pioneering definition of the Guidance responsibility within the Modern Junior High School:

- To assist students to make intelligent decisions about present educational activities and opportunities and to prepare them to make future educational decisions
- To assist students to make intelligent decisions about present vocational opportunities and to prepare them to make future vocational decisions
- To assist students to make satisfactory mental, emotional, and social adjustments in their growth toward a wholesome, well-adjusted personality
- To stimulate and prepare students to participate as effectively as possible in learning activities so that they may reach the fullest development of their individual interests and talents.

The four aims of the Guidance program both in OSIS and Guidance 1984 apply to the continuum, 7-OAC. However, the extent to which Boards of Education consciously address the issue of continuity from grade to grade in their Guidance program differs. Over half (54%) of the Boards in our sample reported having materials for teachers and counsellors linking programs in a continuum from Junior to Intermediate to Senior Division. One-third have attempted to make these program links explicit at the grade 6-7 level; two-thirds have addressed this issue at the grade 8-9 level; and half at the 9-10 level. Program supports (written materials, in-service) are less available at the early transition point; not more than one quarter have them at the beginning (6-7) of the transition years.

While Guidance 1984 puts equal emphasis on the four aims of Guidance, it is clear from our survey that Ontario's school boards, overall, emphasize one of the four aims considerably less than the other three, at the grade 7-9 level. When asked which areas they give highest priority to and best serve in their Guidance program, board respondents were least likely to mention the second aim - developing interpersonal skills. They report their first priority and greatest area of effectiveness at the grade 9 level to be in the area of educational planning followed by the area of developing self-awareness. At the grade 7-8 level, these two are reversed. While career exploration was much less frequently mentioned as an area of first priority or most effective programming at the 7-8 or 9 level, it is to some considerable extent embedded in educational planning and self awareness programs.

This is fully consistent with a developmental focus for Guidance curriculum and programs which emphasizes the growth and gradual application of the child's self-knowledge through advanced stages of understanding about self, others and future choices and directions. The focus with early adolescents is seen as appropriately being on supporting their development of identity in the context of the physical, emotional and social changes they are experiencing. This is best done through "authentic education that is deeply human. Positive self-concept is a highly rated priority as are problem solving and decision making skills. The effect of this focus is to consider the content of learning in the context of the young adolescent's growth, a stance which is consistent with the strengths of Guidance methods and strategies. (See Section C (2) below, for further discussion.)

That "education may become reality and not a name or a slogan," John Dewey[26] stressed that quality education is the result of an interactive "experiential continuum." If they are to address the full range of students' affective and cognitive growth, Guidance and career education services must begin when the child first enters school and continue throughout her or his educational career.[27] This forms the foundation for a developmental approach to Guidance and counselling.

At the secondary level, Guidance is axiomatic. While it is not within the scope of this work to examine primary and junior (K-6) services, there is no lack of literature on the need for an active Guidance presence in those grades.[28]

B. TRANSITION PROGRAMS

For many early adolescents, there are two periods of school transition, from junior to intermediate grades and from intermediate to secondary school. These take place in the broader context of changes they are experiencing in their personal lives at home in their relationships with parents and other family members, and in the community, where they are no longer perceived as children (e.g., through increased admission prices to movies and transit fares, opportunities for amusement park rides which had previously been forbidden, etc.).

In their major study of the Rights of Passage during the transition years, Hargreaves and Earl describe the transition into secondary school as movement between "two distinct cultures of schooling:[29]

> To move from one school to another is ... not just to change institutions but to change communities ... moving from a generalist pattern of teaching and programming ... to a specialist pattern of teaching and programming ... leaving behind a relationship with a single class teacher who knows them well, for less extensive relationships with a wide range of subject specialist teachers ... from a personal and supportive world of community to a more distant and impersonal world of association.

In any school transition, the student moves from being "the oldest" and in a position of authority to being the youngest, a vulnerable "know nothing." Hargreaves and Earl suggest this process is "a kind of status passage" with "contradictory possibilities," pitting increased independence and opportunities against a loss of security and unknown (and therefore perceived as ominous) relationships and expectations.[30]

In making the transition from grade 6 to grade 7 (or 7 to 8 as applicable), young adolescents experience similar conflicting opportunities for growth and disorder/disruption[31] in which anxiety, fear of the unknown, loneliness and confusion[32] counter the exciting possibilities of a new learning environment. From their relatively sheltered early elementary setting, students are particularly affected by "unfounded rumours" about the reputation of a senior secondary school for bullying and harassment by older students, peer pressure and the presence of drugs and alcohol.[33]

Grade 7-8 students often live between two transitions: from grade 6 into grade 7 and from grade 8 into grade 9. While most sources identify the latter as the most critical transition, each can be difficult for the student. The most profound change occurs in moving from a single teacher and a single peer group classroom to a rotary schedule with many teachers and different student class groupings, which can occur in grade 7 or grade 9. Change in size of the school, moving from small to large, is often an additional crucial factor during transition.

There appears, however, to be little difference in the transition process between the grade 7 and grade 9 transitions. Sources discussing both transitions emphasize the need for students to cope with new experiences, routines and school organization as well as to face new academic, social and personal challenges.[34] Perhaps the major difference is that at the secondary level, schools appear more impersonal, thereby increasing the need for supportive programs and people.

Hargreaves and Earl[35] summarize student transition needs as "short term problems of student anxiety, longer term problems of declining achievement and motivation among students and persistent problems of curriculum continuity...." They discuss in detail anxieties students experience,[36] usually for relatively short periods of time after their entry to a new school, and the kinds of students who are particularly at risk in their long term adjustment[37] to secondary school. For students who change schools from grades 6 to 7, most of these anxieties and risks also hold true.[38]

Generally Short-Term Anxieties

- relationships with older students
- the size of the school
- rotary classes with different teachers
- academic concerns (harder work, exams, consequences of incomplete homework)

Students Particularly At Risk in the Long Term

- students from low socio-economic status backgrounds
- students who travel to school by long bus trips
- students from some minority ethno-racial groups
- low achieving boys
- unathletic boys
- girls who lose confidence and develop poor self-concept based on their perceptions of popularity and body image
- students with learning disabilities

Hargreaves and Earl discuss the role of myths, "stylized and exaggerated stories and warnings"[39] which are passed on as part of a peer ritual to convey through the student culture, signs and warnings about the change to come, the status passage ahead."[40]

To enable students to survive these anxieties and adjust to their new environment, transition programs must meet a variety of needs and expectations of students, parents and school staff. Cheng and Ziegler[41] similarly identify two stages in the transition process: orientation (short term induction) and articulation (long term adjustment).

Most programs are actively focused on the orientation phase,[42] beginning in the spring with school visits for students and parents, formal and informal advisory programs to help students select an appropriate school and courses and one-day orientation programs at the chosen school. For some schools, this phase includes cross-panel consultations among Guidance counsellors, principals, teachers and other school staff who meet with their counterparts from feeder schools to discuss specific needs for some or all of the incoming students.

Orientation to the new school in the fall usually involves programs for students and their parents, including evening programs for the latter and buddy systems to help new students learn about the school. Staggered September openings, school tours, orientation booklets, conferences with parents, student-teacher/counsellor interviews, etc., provide additional traditional orientation activities.[43]

These traditional short-term orientation activities, which emphasize spring preparation and the first month or so of school in the fall, are essential for students, their parents and school staff. Not only do they fill school bureaucratic needs regarding scheduling and placement, they also serve the needs of new students and their parents for understanding the basics of a new school environment.

However, an increased personal vulnerability is part of the process of growth and change students experience in the middle years. Sabatini[44] emphasizes the stress of peer pressure which increases as students grow older and to which, he believes, few transition programs pay attention. Breune[45] discusses five major tasks which students face in moving out of their elementary years:

> managing shifts in role definitions and expectations; managing shifts in social networks and group membership; reorganizing personal social support resources; reappraising oneself and one's life situation; and managing the stress related to uncertain expectations, goals and abilities. When we think of students entering high school, we usually consider how well we prepare them for option sheets. ...However, it is much more important to talk about competencies in learning to cope with the transitions taking place in their lives in school, at home, and in their community.[46]

Long-term transition activities assist students in their first year at a new school and beyond, through the process of relationship development - with teachers and peers - and an array of programs for personal and academic support. Teacher advisory programs, for example, can address study skills, peer pressure, family problems and other specific needs of students by assigning them to a teacher for the year (and in some cases for their entire school career). These programs, which require special staff training in basic counselling skills, rely primarily on the availability of a supportive adult for one-to-one discussions as needed by the student. Educational planning and career planning are inextricably linked, and it is at the grade 9 level that students begin to become highly aware of and concerned about the need for such medium - and long-term planning.

In a study of transition to middle school (grade 6 to grade 7), Greene[47] found that, for students who were demonstrating poor academic adjustment, additional support from teachers, parents and peers resulted in significant academic and emotional improvement. In group settings, students who received assistance in problem-solving, social skills, goal setting, self-monitoring and motivation measured more positively for lack of depression, anxiety and stress and increased self-esteem and higher marks.

Growing from childhood to become a young adult means compromising some aspects of the self in order to meet the demands of the larger society that is increasingly a part of one's life, and developing a vision of one's future. To achieve a satisfactory outcome for both the individual and society, this must be a process which respects each student's self, goals and needs. This is the challenge of an effective long-term transition program.

Guidance personnel in Ontario Boards of Education tend to give highest programming priority to transition programs at the grade 8-9 level. At the Board level, transitions programs typically involve the development of resources which can be used by counsellors, teachers, students and parents to plan for the next level of schooling. Some examples of what Boards have developed are cited below.

The Student Educational Profile: a planning tool for students, their counsellors and their teachers. The profile allows for information important to program planning to be collected systematically by everyone concerned with the student's educational plan. This profile, in booklet form, is first used in grade 7, and is placed in the grade 8 student's OSR, to be used by the grade 9 Guidance counsellor for individual or small group counselling. The profile serves educational and career planning purposes for the student in the transition years. It is an attempt to involve students in their own planning, and is seen as a possible drop-out prevention tool. The profile has been used for five years and has been frequently revised.

Another Board-sponsored transition program includes a student information workbook and a five-lesson instructional unit to be delivered to grade 8 students by the teachers designated to teach Guidance in the school as part of the 20 hours of instruction. The course and workbook, collectively called From 8 to Nine, A Student Information Workbook aims to assist students and their parents to consider the student's academic profile, to understand the credit system, and to make course selections. The teacher's role is to know the student, her/his record and interests, to monitor her/his progress in grade 8, and to act as an advisor to the student in making grade 9 program choices. In addition, the grade 8 teacher/counsellor also meets with grade 9 teachers on behalf of the students to give their recommendations. The student's accompanying booklet records not only the choices made but also the student's and parent's impressions of the student's habits and preferences as they may relate to strengths and interests. The focus of the unit is on educational planning.

Out of an informal network of counsellors, administrators and teachers who have been sharing successful transitions practices, Guidance and Counselling Services in one large urban Board is developing a Transitions Resource Guide. There will be sections on:

- Staff Advisors
- The Buddy System
- Parent/Teacher Communication
- At-Risk Students
- Communication Between Panels
- Orientation Programs
- Related Materials

This guide will show what is going on in the Board and enable school personnel from grades 6-9 to collaborate and network with each other.

At the school level, about half of both elementary and secondary schools report having special programs with written materials which are used at the grade 8 or grade 9 level to ease the transition from elementary to secondary education. (According to elementary respondents only half as many schools have comparable programs for the grade 6/7 transition.) (See Table 2.)

Transition Programs

Boards of Education

We have special programs and written materials and we provide opportunities for inservice training for easing student transitions.

	Programs	Written Mats.	Inservice
from grade 6 to grade 7	23%	23%	21%
from grade 8 to grade 9	51%	58%	44%
from grade 9 to grade 10	24%	26%	17%

Schools

In this school, we have special programs and written materials and have received inservice training for easing student transitions

	Programs		Written Mats.		Inservice	
	Gr. 7-8	Gr. 9	Gr. 7-8	Gr. 9	Gr. 7-8	Gr. 9
from grade 6 to grade 7	27%	---	24%	---	12%	---
from grade 8 to grade 9	55%	56%	53%	50%	36%	35%
from grade 9 to grade 10	---	33%	---	31%	---	17%

Table 2

Although the reported incidence of grade 8/9 transition programs is virtually the same in elementary and secondary settings, the priority assigned to such activities differs. Sixty percent of elementary respondents compared to 47% of secondary respondents said that transition programs receive strong or very strong emphasis in their school. Over one-third of elementary respondents, and about one-quarter of secondary, say that transition activities are the most important part of their Guidance programming. In fact the single Guidance program most often mentioned by name by respondents to our Province-wide survey was "One Step at a Time," the Ministry-developed, transition-oriented curriculum for grades 7 and 8.

This greater emphasis on transition at the elementary schools probably explains the fact that secondary staff are more likely than elementary (41% compared to 27%) to agree that there is a high degree of mutual awareness and linking between the Guidance programs of their respective host and feeder schools. (See Table 3a.) Elementary staff would tend to have higher demands and expectations in this area, given the greater emphasis on it in their schools and Guidance programs. Similarly, 20% of secondary respondents compared to 30% of elementary respondents think that the Guidance program in their school would make a greater difference for students if receiving/sending staff had more contact with personnel at the host/feeder school. (See Table 3b.)

Satisfaction with School Transitions	Strongly agree
We and the secondary schools to which most of our students go are aware of each other's Guidance Program and we have linked our Programs together to achieve continuity for our students.	27% of elementary schools
We and our feeder schools are aware of each other's Guidance Program and we have linked our Programs together to achieve continuity for our students.	41% of secondary schools

Table 3a

Need for better information for School Transitions	
In this school, the Guidance Program could make a much more significant, positive difference for students than it does if:	
Strongly agree	
we had more contact with feeder school personnel	20% of secondary schools
we had more contact with personnel at the schools in which our students continue	30% of elementary schools

Table 3b

When school Guidance personnel were asked to describe a particularly effective program in their school almost half described a transition-to-secondary program. More than half of these programs include written materials; about a third have an in-service component for program-delivery. The most common components of the transition programs are visits to secondary schools and the use of speakers (including secondary school graduates).

The START program: staying together and remaining together is one secondary school's transition program for all grade 9 students. It has a main emphasis on interpersonal relationships, and its delivery involves peer buddies along with Guidance counsellors and home form teachers. Guidance counsellors are involved in training peer buddies, consulting to teachers, and in both individual and group counselling. Two high priorities of the program are to provide information about educational transitions and to increase student participation in and sense of belonging to the school community.

Another transition program, also delivered to all grade 9 students has additional components targeted to particular subgroups.

A creative and comprehensive Teacher Mentor Program was developed by the Head of Guidance who is also the Head of Special Education in a Northern Ontario school of 600 students. This on-going program is specifically designed in collaboration and co-operation with secondary school staff, feeder schools, parents/guardians, school administrators and the students. This process of involvement is the cornerstone of the program. When the program was initiated, all schools in the Board were contacted to ascertain what kinds of programs were successful for students who were identified as at risk. The predominant type of program which other schools reported to be successful was the mentorship program. The school then decided to use the IPRC process to identify students with behavioural, social or emotional difficulties as these students would be at highest risk of dropping out. The program developer went to the staff with 18 identified students, and asked for staff volunteers to work with a student at least once a week. It is of note that the Principal is very involved with the mentors. Prior to a mentor-student link-up, students and their parents are seen individually and the purpose of the program is explained. Only then do the parent, the student and the mentor get together. Parents are involved right from the beginning of the process. The Vice-Principal in charge of attendance notifies the student's mentor immediately about an absence so it is next to impossible for students to fall through the cracks. Last year there were 15 teacher mentors who developed the program, its goals and strategies, with the ultimate goal of shifting the responsibility of student success from the teacher to the student and his/her parents/guardians. What is also a unique feature of this program is that during the process literature on the needs of the adolescent learner, e.g. learning styles, creating a climate for student retention, etc., is distributed to staff with explicit links made to their school's policies and procedures. The program has had an impact on the school's climate as there is increased staff commitment to supporting all students in a successful academic career.

One of the aspects of elementary to secondary transition which is often neglected concerns parents who, like their children, have been able to develop a personal relationship to the elementary school teacher each year, and now find themselves confronted with seven or eight new teachers a year and a parents' night whose format resembles a relay race more than a conversation. For them, too, a teacher advisory or mentorship program which provides them the opportunity to discuss their child's progress with one informed, interested adult (who has previously conferred with the student's various teachers) can mean the difference between alienation from or a sense or partnership in their child's secondary education.

All the effective programs cited above go way beyond a day of orientation, and other relatively brief and superficial attempts at familiarizing all or some grade 8 or brand new grade 9 students with a new environment, or a single day in June or September. There is little doubt that the quality and depth of grade 8/9 transition programs has significantly increased in Ontario in the last several years, in significant part as a result of a focus on reducing the proportion of students who drop out. Whether there is yet an observable effect on the drop-out rate is not easily answered, in part because the drop-out rate is influenced by many other educational and economic factors.

But it is probably also fair to suggest that one fundamental barrier to the success of efforts to ease transition to secondary school is a conceptual one - in which most policy and programming, at Board and school levels, are grounded in an assumption that students must be adapted to fit an existing structure, rather than making fundamental changes to the structure so it will better fit the needs of most students.

The Soft Landing is an in-depth attempt by one small Board to pull together what is known about the needs of the adolescent learner and provide opportunities for all staff, both at the Board and school levels, to take part in developing awareness, strategies and curriculum which are as student-centered as possible. A Board level Transitions Committee with representatives from all curriculum areas has been active since 1988. With input from teachers, administrators and parents, the committee developed strategies, resource materials and staff workshops to ensure A Soft Landing for grade 8 students into high school. Secondary school Guidance counsellors, teachers and administrators from both panels took part in the staff workshops which went beyond the traditional transitional activities. Information about the physiological, social and emotional needs of the adolescent learner were provided and effective classroom strategies were discussed. Based on a review of all teachers in grades 7, 8 and 9, student-centered learning methodologies will be the next phase of the in-service.

Attempts to make secondary schools more like face-to-face communities, in which teachers, students and even parents can feel genuinely connected, are not numerous. The skills and talents of Guidance counsellors are not being dedicated mainly to supporting teacher advisories or other organizations which reduce scale and impersonality in secondary schools. That these efforts are being made in some schools is clear from our data; that they are the exception, not the rule, is equally clear.

C. CAREER EDUCATION

1. Purpose and Function

> I view career exploration as encompassing any activity, directed toward the self or the external environment, that an individual engages in to foster progress in the various career development tasks across the life-span.[48]

Career education, according to Raymond,[49] can be defined from several perspectives:

- from a socially based focus on economic need as controlling the preparation for paid work;
- with an emphasis on career development and counselling in the context of economic and social factors;
- as a continuum, e.g., work roles vs. multiple life roles; training for employability vs. education for life;
- in the context of how work is defined.

The relation of education, work and Guidance programming is complex. School is seen as preparation for the future, and by implication, for work.[50] The link between education and employability is seen by many as a given.[51] "Education," claims Radwanski, "is a cornerstone, [the] key to competitive success for societies."[52]

The need for education to prepare individuals for work is rarely challenged although there is less agreement on how it should do so and the parameters of the process. According to Karayanni,[53] "...individuals are no longer choosing their careers according to the will and needs of the social system, but tend toward more independence in vocational and economic matters."

Watts[54] lists four functions which educational institutions perform in direct preparation for employment:

- selection (producing educational qualifications);
- socialization (influencing attitudes to employment and job roles);
- orientation (curricular interventions designed to help students understand and prepare for the world of work); and

- preparation (developing specific skills and knowledge).

While it is clear that there is a direct link between education and work, perspectives differ about the role and responsibility of Guidance programming in supporting that link. In response to a Canadian School Trustees' Association brief about career education, Morris and Savage[55] write that, "Whatever the reasons for rising unemployment, there is little or no evidence to support the contention that career education will resolve this issue. ...unemployment rates would seem to be more a function of general social and economic forces [e.g., birth rates] than of school Guidance programs." Burns[56] adds, "...schools cannot be held responsible for the labour market's inability to absorb new labour market entrants." And Levin agrees:[57] "Education is not the answer to youth unemployment."

Herr and Watts[58] consider that:

> Youth unemployment is not an educational problem. It is basically an economic and political problem, and any adequate response to it must be largely economic and political in nature. Education must recognize and respond to the existence of youth unemployment but the contribution education can make to the solution of the problem is a very modest one. To believe otherwise is to misunderstand the diversity of unemployment itself.

Most recently, the Report of the Premier's Council (People and Skills in the New Global Economy; Toronto, Ontario, 1990) takes the position that, while schools have a broader mission, they must not neglect their role in preparing students for the world of work. The report acknowledges the need for creating future citizens and workers who are adaptable, analytic, and skilled decision-makers and says that schools must provide a solid foundation for developing and redeveloping skills as needed in an ever-changing society and economy. It proposes that career education should be more important in school systems, and more shared with business, labour and communities, to ensure that information and advice are current and accurate. The report also suggests that any specialization, in terms of curriculum choices built on career options, should occur after the transition years - beginning at legal school-leaving age, or after grade 10.

Career education at the intermediate level functions to help students identify how to match their abilities and goals with potential occupational areas. Career education at this level is typically student-centred rather than focused on national needs.[59]

How Guidance is perceived in relation to providing career education will determine what its emphasis should be. Radwanski states,[60] "...it becomes clear that a relevant education in today's circumstances is one that prepares young people for effective and satisfying participation both in an increasingly knowledge-intensive economy and in an increasingly complex society." The role of Guidance is to augment this mandate by educating the child to develop her/his full self within the social context. In this sense, career education has been characterized[61] as "essentially political, and as" needing to "pull itself away from bureaucratic concepts of employment."[62]

If the basic role for Guidance is seen to be assisting students with social skills and in developing "requirements not only of the workplace but also of the marketplace of ideas,"[63] there needs to be an awareness of what kind of society students are being prepared for. The literature is replete with predictions for he future of both education and work. Change is expected and assumed, often characterized as a paradigm shift from an industrial to a service economy;[64] and from education as content mastery to education as process with a focus on social and personal relevance.[65] Educators are cautioned that they must create flexible learners who can adapt to several different jobs in a lifetime. The Premier's Council Report echoes this theme. Some authors believe that many of the basic social assumptions abut work have been and will continue to be altered.[66]

It is increasingly difficult to give students a concrete picture of what the world will look like when they graduate. An important part of the Guidance function will be to look at what the school can do for students to help them cope with the anxiety of "not knowing." Honesty is essential: students need to realize that school staff themselves (including counsellors, teachers, principals) themselves do not know, and at the same time they must find ways to be in control of their own lives. This is the underlying foundation of Guidance and career education in the 1990s.

2. History and Future Directions

While the future of career education is not easy to predict, its history, in North America, is documented, and it is inextricably tied with that of Guidance education generally. Vocational Guidance was first institutionalized by Frank Parsons in 1908, with the establishment of a Vocational Bureau in Boston for the underprivileged and youngsters not attending school. This early application of a humanitarian philosophy[67] was later to have an important impact on public schools. Early vocational education, however, generally lacked a philosophical foundation. Instead it serviced individuals moving from the country into urban settings, challenged the abuses of child labour, and, to some extent, dealt with job satisfaction.

In the early 1900s, the first course in "vocational and moral Guidance" was developed and delivered by Jesse B. Davis as part of the secondary level English curriculum in Detroit public schools. This and other early public school vocational Guidance programs relied on Parson's model increasingly augmented by psychometrics until vocational Guidance became "addicted to testing," a state which lasted through the 1930s and into the 1940s.[68]

Educational Guidance was first described in Truman L. Kelly's 1914 doctoral dissertation and, by the late 1920s, had developed into both an occupationally focused and broadly defined educational experience. By the 1930s, educational Guidance had primarily evolved into a process of assisting students in selecting courses and adjusting to school. Some educators, however, sought to apply Guidance to character building, human development and other needs related to the full range of educational experiences. John Brewer in particular represented this new direction, stating in 1932:

> Guidance is neither adjusting nor suggesting, neither conditioning nor controlling, neither directing nor taking responsibility for anyone... the work we do in schools may be described as helping children to understand, organize, extend and improve their individual and cooperative activities....[69]

The ideas advanced by Brewer and his colleagues were not to come to fruition until much later. Instead, vocational and educational Guidance in the 1940s moved to a strong emphasis on controlling the processes of student "distribution and adjustment."[70]

Social and economic changes, such as industrialization, urbanization, the 1930s depression, child labour laws and compulsory school attendance,[71] had an early impact on the development of Guidance. Social issues continued to influence the content of educational and vocational Guidance,[72] especially as it became increasingly noninterventionist in its application.

The counselling aspect of Guidance developed in the 1930s as an adjunct to vocational Guidance, providing a tool for determining individual vocational goals. The counsellor was perceived as a leader, with knowledge and skills that could help guide a student toward an appropriate future.

In the middle and late 1940s, Carl Rogers' theories had a "profound influence in changing the course and direction of the entire Guidance movement.[73] School counsellors were trained in "massive amounts" of Rogerian tools and techniques which, while applicable to learning theory, clinical psychology and other psychological treatment, were of "questionable utility in school settings."[74] Other models, such as those of Perls, Janoff and Glasser, were also an important part of Guidance counsellors' training. Through the 1940s, educational Guidance included an uneasy combination of two dissimilar streams: a focus on classroom management, solutions to overcrowded schools and similar administrative and bureaucratic needs; and a perception which made vocational Guidance secondary to the moral and personal aspects of a student's educational experience.

By the 1950s, the psychometric side of vocational Guidance, with its emphasis on a "trait and factor" approach and on testing, was replaced by a focus on counselling. Vocational Guidance was considered to be a process of career development,[75] defined as a framework for a series of occupational roles an individual fills during a life of work. Thus, by the second half of this century, Guidance had successfully combined its management, educational and vocational streams into a set of broader services relevant to the student's total life experience. Similarly, career Guidance was, through the 1950s and 1960s, integrated with other Guidance services and redefined with a developmental focus, drawing from the social and behaviourial sciences for its philosophical foundations.[76]

By the early 1970s in Canada, Guidance counselling had begun to turn its view toward group work, slowly moving away from the Rogerian model and a one-to-one therapeutic approach to students' problems.

By 1980, the career education movement was defined by its emphasis on a "careers across the curriculum" approach; the development of community-educational links to establish joint responsibility for career education; and the identification of a set of employability-flexibility skills required for employment in a rapidly changing society.[77]

Throughout the 1980s, according to Herr and Johnson[78] there has been a "major shift from the availability of Career Counselling as a random, one-on-one support process to Career Counselling or Career Guidance as a program that is accountable for specific employability-related outcomes." This theme is strongly reflected in the Premiers' council report People and Skills in the New Global Economy.[79]

Thus, while perceived as an essential part of the education experience, Guidance has historically had to struggle in its definition of mission and mandate, a conflict which remains today.

Career education will continue to develop as a critical aspect of Guidance in the schools. Addressing the purpose of career education in Britain and North America, Herr and Watts[80] postulate a matrix of four social-political functions that future career education might provide. Two support the status quo: non-directive career education (with awareness of full a range of opportunities, to help students be more autonomous in choosing appropriate alternatives); and career education based on social control (adapting individuals to realistic career opportunities). The remaining two potential functions would require a change for career education through social means (awareness of deficiencies in the employment system and exploration of how to help change it); and by individual change (acceptance of the social system as it is while maximizing the chance of individual students succeeding on their own terms).

In its 1990 report on the "new global economy," the Premiers' Council[81] strongly supports a social control model through the need for labour market adjustment policies which will address the serious training deficit of Ontario's skilled workers. Given the current state of the Canadian economy, and knowing that almost three-quarters of Ontario youth attend neither college nor university, the report focuses on industrial and technological training needs.

In this view, education (including the necessity for "lifelong learning"), training and labour market adjustment are perceived as part of one economically-defined continuum. This has clear implications for career education at the elementary and secondary levels. For secondary school students it leads to the need for strong linkages between schools and the community through, for example, cooperative education and SWAP programs (School-Workplace Apprenticeship Programs), and stresses the need to boost an ailing apprenticeship system for Ontario's youth. For elementary students, a developmentally-based and integrated Guidance and career education program would necessarily include preparation -at present undefined - for these experiences.

These assumptions, as represented by the Premiers' Council and Herr and Watts, are contrasted in Katz's[82] discussion of the structure of occupational choice.

> Governments and industries tend to focus on manpower models. ..they set controls or incentives designed to influence career choices, usually to match the perceived demand at a given time. This model emphasizes recruitment and selection of students whose qualifications are seen to fit current and projected national priorities. A Guidance model, on the other hand, emphasizes individual freedom in making choices. It attempts to foster students' competence in considering not only demand incentives but a broad and multi-dimensional array of rewards, satisfactions, risks and requirements associated with options and linked to their own examined values, interests, skills and resources.

Both approaches are appropriate as each serves an important priority. However, they must remain balanced. As the Premiers' Council report states:

> In the new global economy, everyone will count; all skills and contributions will be important. ... A people strategy that also aims for inclusiveness and fairness must be founded on several universal entitlements:
>
> - An education that provides the basic skills to participate in the economy;
>
> - Freedom of choice in one's career and full access to that chosen career;
>
> - Equity in opportunities to upgrade skills and qualifications throughout one's career;
> - The pursuit of learning as a lifelong endeavour;
>
> - The right to participate in economic decisions.

No matter in which direction career education eventually moves, however, the authors caution that:

> ...a school in the current economic climate which avoids giving unemployment any curricular attention is abdicating one of its most important responsibilities: that of preparing students for their transition to the realities of the outside world.

Based on almost thirty years of experience in counselling and as a counsellor educator, Manuel[83] suggests several scenarios for the future of career education in Ontario. All of these will to some extent evolve from current Guidance programming and will increase the workload and expectations for counsellors.

- "change in the delivery mode; group testing; mini-Guidance courses for educational and vocational information; peer programs; credit course in career planning);

- "infusion of career education into the curriculum" (an integrated approach to career education with subject areas);

- "growth of co-operative education as an experiential career planning activity";

- "computerization of the Guidance delivery system" (for efficient student scheduling, maintenance of cumulative records; handling of information; instruction, e.g., Choices);

- "implications of the unsolvable problem - unemployment" (understanding the meaning of work in a world of increasing unemployment).

Manuel is not alone in his prediction of a shift in emphasis to the career education component on Guidance. However, as priorities for Guidance services are set, increased demands for career education competencies may conflict with growing personal needs which are often socially engendered by issues of race, ethnicity and socio-economic status. This conflict poses a long-term dilemma which will be solved only when Guidance becomes an integrated part of the total school program.

3. A Developmental Context for Program Content

In concert with the learners' needs in a total school Guidance program, effective career education for intermediate level students must be developmentally based.[84] Throughout the elementary curriculum, K-8, the focus of career education is not "to make premature choices but to avoid premature foreclosure of future options."[85] Career education for students in the intermediate grades must be less concerned with career choices than it is with continuing the process of an evolving vocational maturity which fits within a developmental continuum of learning and experience.

During early adolescence, the concept of time begins to change, away from the immediacy of now to a capability for thinking about the future. Perceptions of future opportunities and goals[86] become more realistic. For example, young children tend to prefer occupations with "observable activities," such as ballerina or fireman. Adolescents, however are more motivated, and often prefer, to consider career choices which involve thinking, service or other abstract activities.[87]

Within a developmental context for career education, Herr and Cramer[88] describe the intermediate years as "tentative," a stage between the fantasies of the early elementary years and the (relative) realism of the late teens. During this transition, early adolescents can learn to translate a previously developed self-concept into vocational terms. Yet, while intermediate level students appear to be making initial career decisions,[89] they often are unable to understand the consequences of their choices.[90] Most specific career goals set at this age, and even during the secondary years, are not maintained following completion of high school.[91]

Herr and Cramer[92] identify four developmental stages of "career management tasks" which provide appropriate program goals for students throughout their school experience.

- Grades K-3: Attending Stages (basic self-awareness and interpersonal skills; knowledge about and respect for the worker)
- Grades 4-6: Responding Stages (self concept and interpersonal skills; identification with work as a "valued institution"; respect for human dignity; knowledge about work and workers)
- Grades 7-9: Asserting Stages (independence and decision-making; clarification of self-concept, including acceptance of responsibility for career planning; understanding of educational options; tentative career choices)
- Grades 10-12: Organizing Stages (reality testing for self-concept; reformulation of educational and career goals; tentative commitment)

Vocational maturity is the level of readiness of a youngster to understand and work with various career-related processes and concepts. Formal and informal assessment of vocational maturity are thus essential skills for Guidance counsellors, especially when working with grade 7-9 students who, within any particular grade, present a wide range of behaviours, skills and proficiencies.

Because of the close relationship between vocational maturity and general educational development,[93] career education at this level should be integrated with other subjects rather than provided as a stand-alone course.

As vocational maturity is a "function of total human development,"[94] goals for career education for early adolescents should cluster about the central theme of exploration and development of self-interest and capacities in relation to future work, education and leisure.[95] While information-seeking and direct experience of different careers is a valuable component of career education at this stage, it is too early to focus on career selection or vocational training.[96] The appropriate emphasis should be on a process of career readiness, primarily on self-awareness and the development of skills such as decision-making, acceptance of responsibility for self, development of empathy and the problem solving skills of analysis, synthesis and differentiation.[97]

In addition, as students with a high level of vocational maturity tend to have less sexually stereotyped perceptions of roles,[98] career education at this level should include ample discussion of stereotypes, work roles and similar socially-based perceptions.

Quoting a 1983 Stanford University Study, Radwanski[99] discusses the need for a "common program of study about work" and for a "high quality general education"[100] to support a life of learning and change:

> Everyone should acquire strong analytic, expressive, communicative, and computational skills as well as extensive knowledge of political, economic, social and cultural institutions.... Since we cannot predict in any precise sense which jobs will be available to particular persons, which jobs they will select from among those available, and what the characteristics of jobs will be over a forty year working life, it is best to provide students with a strong general education and an ability to adapt to a changing work environment. Such adaptation requires a sufficient store of information about culture, language, society and technology as well as the ability to apply that information and acquire new information.

The delivery of career education is related to its definition.

For example, defining career education on the basis of definitions of work provides a sequence of focuses, each more broad than the previous, which provide a frame of reference for programming:

- focus on job skills: occupational training or vocational education;
- focus on work : occupational information and preparation; job clusters combined with skills training; emphasis on income, production, consumer orientation;
- focus on self-development: work is an internal process, a way in which the individual interacts with her/his environment, creating an emphasis on values clarification, needs and goals for a meaningful life;
- focus on life: a way of looking at total education for life and living; career as synonymous with life: all education is career education.

Career education most often takes one of the first three focuses, depending on individual, school and government priorities. Current thinking in Guidance, however, considers the development of self-concept as interdependent with and essential to career education, no matter its specific focus.[101] Self-concept is the image one has of oneself, including physical, mental and skill attributes. Self-esteem is the value attributed by an individual to her/his self-concept.

Delivered in a sensitive and caring manner, career exploration and awareness have been shown in at least two studies[102] to have aided the enhancement of a positive self concept and increased interpersonal skills for junior high school students. Many learner needs for career education, such as goal-directedness, ego strength, openness to experiences, continuity of values and attitudes, are related to self-esteem. Blustein[103] maintains that people with positive self-esteem will participate in career exploration if the activities are perceived as "meaningful and useful." The development of a positive self-concept is at the core of learning in the transition years.

Blustein[104] examines the work of Jean Pierre Jordaan who, in the 1960s, was the "intellectual impetus" for much research in the areas of career development, adolescent development and organizational psychology. Broadening the focus of career exploration to include theories from outside vocational psychology, Jordaan defined "vocational exploration [as] the process of clarifying the self-concept and translating it into occupational terms, of acquiring the understanding of occupations necessary for this translation, and of trying out this vocational self-concept in vocationally relevant activities."[105] This perception of career exploration within a framework of self-assessment and within a developmental focus is critical to career education programming.

This orientation is clear in the 1990 Ontario Guidance Survey reponses to questions about Guidance programming priorities, among the four aims of Guidance at the grade 7/8 level. The top priority is activities which develop self awareness and self concept. Career counselling and exploration are identified as the lowest priority. (See Table 4a.) While the percentages are not directly comparable from boards to schools (because of under- and over-response, respectively) rank order is very similar. Both boards and schools rank self-awareness well ahead of the other possible priorities. This ranking is consistent with a developmental view of career exploration.

Guidance Program Priorities: grade 7-8		
	Boards	Schools
Top priority for the grade 7/8 Guidance Program is:		
activities which develop self awareness/self concept	42%	62%
activities which help students develop good relationships with others	17%	19%
activities which help students develop educational plans	12%	9%
career counselling/exploration activities	5%	3%
	(no response 15%)	(dual response 7%)

Table 4a

The most important programs delivered at the grade 7/8 level, according to respondents, are, first, transition support programs (38% boards, 37% schools) and second, career planning programs (26% boards, 31% schools). (See Table 4b.) Ontario schools are delivering career planning and transitions programs while acknowledging that self-awareness is the fundamental component or basic ingredient on which sound educational and career planning depend. Thus, Ontario Guidance coordinators and supervisory officers responsible for Guidance are telling us that career planning (and transitions) programs are the most important "packages" they deliver, but self-awareness is the fundamental component or basic ingredient on which sound educational and career planning depend.

Guidance Program Contents: grade 7-8		
	Boards	Schools
Programming for the grade 7/8 Guidance Program includes:		
drop-out prevention programs	3%	3%
programs to assist/improve the transition process	38%	37%
issue-based programs (e.g., bereavement, substance abuse)	11%	26%
career planning programs	26%	31%
other	5%	5%
	(no response 17%)	

Table 4b

At the grade 9 level, top priority is helping students develop educational plans, and self-awareness development is next. (See Table 5a.) It is interesting to note that career planning programs, followed by transitions programs, are the most important delivery vehicle for both Boards and schools in assisting students in developing their educational plans.

Guidance Program Priorities: grade 9	Boards	Schools
Top priority for the grade 9 Guidance Program is		
activities which develop self awareness/self concept	12%	19%
activities which help students develop good relationships with others	11%	7%
activities which help students develop educational plans	39%	63%
career counselling/exploration activities	8%	23%
	(no response 32%)	(dual response 10%)

Table 5a

Guidance Program Contents: grade 9		
	Boards	Schools
Programming for the grade 9 Guidance Program are:		
drop-out prevention programs	11%	9%
activities to assist/improve the transition process	23%	23%
issue-based programs (e.g., bereavement, substance abuse)	6%	10%
career planning programs	29%	66%
other	2%	2%
	(no response 29%)	(dual response 10%)

Table 5b

From grade 7-8 to grade 9, both Boards and schools shift from a first priority of self-awareness to educational planning. Each of these priorities can be seen as the developmentally appropriate emphasis within which careers and futures are discussed and considered. Respondents appear to be telling us that Boards define both educational and career exploration broadly, not as skills training or career information programs, but as an activity which is based on awareness of one's own talents and preferences. As such, career exploration can logically and legitimately be seen as inextricable from Guidance programming generally, and as an inextricable part of the intermediate curriculum - not an add-on or an option. (This reading of the data is reinforced by the agreement of 82% of respondents to an item stating that "helping students to identify their strengths and interests is an important part of career planning.")

Career maturity gained through the development of employability skills is one measure of career eduction, emphasizing work context skills (e.g., relationships, interpersonal skills, discipline regarding time and rules, efficiency, dependability, adaptability); career-management skills (career planning, job search and access); and decision-making skills (systematic information processing, values clarification).[106] Career maturity attitudes include understanding career clusters, a positive orientation toward work, independence in decision making and an understanding of and willingness to use a coherent career choice process.[107]

When Boards and schools describe those of their individual programs which they consider to be effective, a similar pattern is seen. In the 1990 Ontario Guidance Survey questionnaire, 24 descriptions of possible priorities for an effective Guidance program were listed. (See Table 6, parts 1 and 2.) All respondents ranked each, on a scale of 1 (high priority) to 4 (low priority). The average ranking for most of the priorities was between 2 and 3. Eleven of the 24 priorities listed involved career exploration or planning in some way.

When Board respondents describe the priorities of their most effective programs, the priority statements they rank highest focus on educational planning (e.g., "understanding the consequences of curricular and course decisions"). Career planning priorities (e.g., "providing an understanding of the relationship between educational achievement and career planning training and placement") come second. Self-awareness and inter-personal skills priorities are lower, in the effective program descriptions.

At the grade 7/8 level, three of the career priorities were among the ten top-ranked:

- assisting students in developing positive attitudes toward work and learning;
- helping students to link their interests and abilities with future career possibilities;
- promoting an understanding of the relationship between educational achievement and career planning.

Priorities of Effective Programs			
	Average ranking*		
	Boards	Grade 7/8 Schools	Grade 9 Schools
This effective program assists students by:			
fostering self-esteem, enabling students to develop a positive, empowering self-concept	1.95	1.86	1.91
providing students with opportunities to identify their strengths, interests, abilities and values	1.92	1.67	2.01
providing students with strategies for dealing with stress and with the emotional, physical and social changes which they are experiencing	2.71	2.37	2.35
providing information and support about issues (e.g., drugs, sexuality, families in transition, suicide, bereavement, substance abuse)	2.50	2.82	3.15
encouraging students to discuss possible barriers to the realization of their aspirations (e.g., peer/parent pressure)	1.74	2.26	2.23
providing opportunities to develop the interpersonal and social skills required for positive interaction with others	2.37	2.13	2.26
increasing student participation in and a sense of belonging to the school community (e.g., encouraging involvement in extra-curricular activities, conferences)	2.32	2.53	2.06
enabling students to learn about and have positive experiences with conflict resolution, problem solving and decision making	2.29	2.16	2.44
addressing issues regarding race and gender	2.21	3.09	3.72
providing information about educational alternatives and choices	1.81	2.54	2.55
understanding the consequences of curricular and course decisions	1.64	2.62	2.51
* 1 = high priority; 2 = moderately high priority; 3 = moderately low priority; 4 = low priority			

Table 6 (part 1)

Priorities of Effective Programs			
	Average ranking*		
	Boards	Grade 7/8 Schools	Grade 9 Schools
providing information about educational transitions	2.43	2.68	2.38
teaching planning and time management	2.47	2.87	3.0
promoting an understanding of the relationship between educational achievement and career planning, training and placement	1.67	2.54	2.69
helping students to link their interests and abilities with future career possibilities	1.71	2.43	2.59
helping students to link their educational plans with their career aspirations	1.67	2.62	2.75
beginning the process of examining and developing career goals	1.68	2.55	2.62
providing students with skills for locating and interpreting information about career opportunities	2.05	2.85	2.87
providing information about specific careers and career clusters	1.86	2.79	3.13
addressing relevant societal issues and problems in relation to self and work (e.g., unemployment, changing work sectors)	2.88	3.17	3.46
increasing students' knowledge of the world of work, including information about employment trends	2.20	2.96	3.36
increasing the student's opportunities to work with and understand technology and its implications	2.56	3.31	3.75
providing opportunities to examine non-traditional roles	1.82	2.92	3.45
assisting students in developing positive attitudes toward work and learning	2.09	2.23	2.47
* 1 = high priority; 2 = moderately high priority; 3 = moderately low priority; 4 = low priority			

Table 6 (part 2)

Ahead of these in priority ranking were issues of self-concept, self-awareness, and inter-personal skills.

At the grade 9 level, rankings were similar to the elementary ones. Personal and interpersonal skills were given higher priorities than educational or career planning, but two career priorities were among the top ten ranked.

Speaking to the particular needs of career education programs, Herr and Cramer[108] provide guidelines for excellence which are generally applicable to all Guidance programming. They support that programs should have:

- "broad opportunities" to explore personal characteristics and educational options and to relate curricular experiences to possible future goals;
- "a wide variety of methods ... to accommodate the range of individual differences";
- opportunities to understand the requirements and accessibility of a full range of future options for students from homes in which educational achievement has not been modelled;
- awareness that choices are made deliberately and founded on accurate information, especially for girls who are more likely than boys to have made "definitive vocational choices";
- "concrete, hands-on, direct" activities to enhance verbal and abstract experiences;
- in concert with the development of personal identity, exploration of feelings, needs, and uncertainties "as a base for evaluating educational and occupational choices" through values clarification and other similar processes.

A context for career education must recognize individual differences and changes in the world of work.[109] For the middle school student, a major focus on career selection or vocational training is untimely. Career education at this level incudes the development of appropriate social, organizational, communication skills for job readiness and, for some students, exploration of jobs including Cooperative Education, available in secondary school.

The developmental focus acknowledges the importance of student exploration and planning in grades 7 and 8 and helps students understand the consequences of curricular and course choices made now - and planned for secondary school - to ensure that options will not be prematurely closed.[110]

A Career Centre has developed such a career exploration program with a developmental context in mind.

A unique program for Grade 8 students, Career Exploration, has been developed by a Career Centre in a small urban Board. As part of the Guidance Program in grade 8, there is a two period presentation by Career Centre staff. The first period is devoted to career awareness using the assessment tool "Discovery". During the second period, students look at the results of the inventory and discuss the implications for secondary school course selection. This is designed as an exploration process where every attempt is made to link secondary school choices with an awareness of the students' own interests. This exploration process is followed up by an optional visit to the Career Centre to do a career research assignment. The program is presented in a non-threatening environment with an emphasis on group and student-centred activities.

Curricular choices, whether intended or not, can become pre-vocational choices. The purpose of career education at this level is to broaden options, not to narrow them. Thus, attention must be given to gender differences in providing information to students, to role models who can demonstrate equity and to the exclusion of bias toward or away from particular choices.

The goals and objectives for an effective Guidance career education program for early adolescents emphasize:

- self awareness, values clarification and self-assessment (interests, experiences, skills, abilities, goals) as a basis for making realistic decisions about career and related educational planning;[111]
- an orientation toward work which includes positive attitudes, adaptability and awareness of career options;[112]
- organizational, planning, problem solving and goal setting skills;[113]
- understanding of the issues related to the world of work, economics and equity of opportunity;[114]
- occupational information, specifically about job clusters as well as about employability skills and aptitudes.[115]

Many studies have been undertaken to determine the effectiveness of career education. In their review of evaluation research of career education between 1971 and 1980, Hoyt and High considered almost 1000 studies. Of the total of 984 outcome studies, 419 (43%) demonstrated statistically significant results for the career education treatment.

- There was "strong evidence" that career education can provide students with:
  - skills in understanding private enterprise (knowledge and appreciation);
  - skills in self-understanding and understanding career interests and aptitudes;
  - skills in understanding career opportunities (educational and occupational alternatives and possibilities);
  - skills in overcoming bias and stereotyping.
- There was "promising" but not conclusive evidence that career education can provide students with:
  - basic academic skills (reading, oral and written communication, mathematics);
  - skills in developing meaningful work values (as implied by attitudes toward work);
  - career decision-making skills;
  - job-related skills (job-seeking, job-finding, job-getting, job-holding).
- Evidence was "largely lacking" for career education claims regarding:
  - skills in practising good work habits (punctuality, doing one's best);
  - skills in productive use of leisure (unpaid work as a volunteer and in the home);
  - skills in humanizing the work place (to find personal dignity, meaning, satisfaction; no study even considered this variable).

  There was, however, "no evidence" that career education has negative effects on the development of any of the above skills.

Recent studies are somewhat more positive, although no one has completed a macro-analysis of career education research in the 1980s anywhere near the scale of that done by Hoyt and High for the 1970s.

- The use of "learning by doing" materials for self-development concepts for students in grades 7 to 9 showed positive effects for involving and motivating students.[116]

- Comprehensive grade 7 career education programs which enhance self-concept and social adjustment "while making education relevant to work" are "viable curriculum components" in developing cognitive and affective learning at the elementary level; career awareness activities can also improve student attitudes.[117]

- Self and career awareness activities showed a significant growth in goal selection and problem solving. However, there were no significant differences in choice, attitude and planning behaviour.[118]

- Participation in career education modules integrated with a home economics class enhanced the ability and desire of students to make career choices.[119]

- Grade 9 student training in "achievement" resulted in significantly higher scores for planning, problem solving and learning to achieve.[120]

- A four week career exploration program had no significant effects on career maturity.[121]

At the intermediate level, strategies for delivering an effective career education program are primarily experiential; for example, the use of simulations, work experience, job shadowing, career days and field trips.[122] Career centres can provide valuable support services for Guidance counsellors and their students, by collecting and maintaining materials (e.g., pamphlets, videos, computer programs) regarding job opportunities, wages, post-secondary programs, apprenticeships and future career trends.[123]

They also provide activities ranging from single day use of the facilities to week-long programs for student groups.

One Northern Ontario Board has developed a World of Work curriculum that is delivered to all students in grade 8 over a three month period. It is designed to dovetail with the grade 7 curriculum which was developed from the Lion's Quest program. Discussion, group work, individual and group career counselling, and the giving and sharing of information are some of the methodologies which are cited as central to the success of the unit in which students explore how different subject areas connect to the world of work. Students link their interests and abilities with future career possibilities in preparation for secondary school course selection, thereby encouraging both short and long term goal setting.

As well, career centres are an ideal location for staff in-service. (See Chapter V, Section A.4.)

4. Concerns

Examining the effectiveness of career education programming and considering how its future might look, researchers and Guidance practitioners have identified a number of concerns including:

- need for more active career counselling at the intermediate level;[124]
- career education programs which are not developed from specific theoretical models or concepts;[125]
- lack of teachers trained in counselling skills or knowledge of the labour market, lack of current career information and of knowledge of the working world,[126] lack of student awareness of expectations of the working world;[127] demographics of current changing job markets and truncated career ladders - cannot accurately predict skills needs;[128]
- lack of shared responsibilities between teachers and Guidance counsellors, in part because of the separation of teaching from counselling activities;[129]
- a subject curriculum which does not accommodate areer-related materials;[130]
- reluctance of some employers to become actively involved in the career education process; lack of interest from the

community;[131] inability of Guidance programs to take advantage of community resources;

- the quality of career counselling as perceived by students, parents and staff;[132]
- insufficient budget for resources;[133]
- lack of information about careers job planning and job search skills;[134]
- lack of provincial support for Guidance with curriculum outlines, stated learner outcomes and lists of approved materials, including for integrated used with subject areas;[135]
- lack of appropriate in-service opportunities.[136]

The greatest common concern about Guidance programming generally is with career related programs, with both students and counsellors believing that career education should be delivered more effectively.

Career Education in Ontario Boards and Schools				
	Boards		Schools Grade 7-8	Schools Grade 9
Career education comprises 20% or less of the school Guidance Program.	---		48%	28%
Career education comprises 40% or more of the School Guidance Program	—		36%	61%
Resources are adequate to very adequate in this Board/school for teachers to integrate career planning with other subject areas.	24%		33%	57%
In this Board/school, the Guidance Program could make a much more significant, positive difference for students than it does if				
we had more contact with employers	---		7%	28%
with business and industry	23%		---	---
Inservice opportunities are always or often provided for Guidance counsellors and teachers from this Board/school for developing and supporting:				
	Gr.7/8	Gr.9		
career counselling programs	25%	37%	23%	47%
current information about jobs and employment	18%	28%	19%	39%
If I could add one type of program to the Guidance Program it would be a career planning program.		23%	12%	23%
Career planning is seen as important to very important by the whole school staff		---	43%	73%
Career planning is an important to very important component of this school's Guidance Program.		---	59%	94%
In this Board/school, the Guidance Program makes the most difference for the majority of students in terms of formation of appropriate and realistic career goals.		9%	5%	15%

Table 7

Several of these concerns were addressed in the 1990 Ontario Guidance Survey of Ontario and are summarized in Table 7. For example, while the survey did not inquire about "active career counselling" at the intermediate stage, it did ask personnel reporting on school Guidance programming to indicate what percentage career education accounts for in the overall school Guidance program. At the grade 7/8 level, almost half said it accounted for 20% or less of the program; at the grade 9 level, most schools devote more than 40% of their Guidance program to career education.

At the board level, and also in elementary schools, more than two-thirds of respondents say that their resources are less than adequate for integrating career exploration with other areas. At the secondary school level, however, fewer than half indicate this inadequacy.

About one-quarter of board-level respondents felt their programs would be more effective if there were more contact with business and industry. 28% of secondary respondents similarly felt more contact with employers would improve the Guidance program.

Only one-quarter of board-level respondents agree that in-service opportunities are frequent for grade 7/8 teachers and Guidance counsellors to develop and support career counselling programs, and fewer still say opportunities occur with some frequency for getting information about jobs and employment.

The figures are appreciably higher for in-service opportunities for grade 9 counsellors and teachers, but these figures are probably more applicable to secondary school counsellors than teachers. At the secondary school level, almost half the respndents say career counselling in-service opportunities are frequent.

When asked what single kind of program they would like to see added to their board's Guidance program, more board level Guidance personnel chose career planning (23%) than any of the other options. (It was not the first choice of elementary or secondary school respondents, however; both chose issues-based programs, such as drug abuse or bereavement, as what they would most like to add.)

Related to the issue of shared responsibility for career education, an item asked whether career planning is seen as important by the whole staff. As Table 7 shows, 43% of elementary reporters said it was. At the secondary level, the agreement rate was 73%. However, the discrepancy between whole school emphasis and Guidance program emphasis is larger at the secondary school level (73% for the whole staff versus 94% for the Guidance staff) than at the elementary level (43% versus 59%), suggesting that while everyone in secondary schools is more oriented to career planning as part of the curriculum, there is less perceived distance between Guidance and other programming in the elementary grades. This perception is explained by the fact that the Guidance program in grade 7/8 is delivered by home-room teachers in the main.

The finding that career planning is an important component of grade 9 Guidance programs is in contrast to earlier studies reporting that Guidance counsellors placed relatively low priority on career education, in contrast to students and their parents. It may be that seemingly small differences in definition and terminology make significant differences in how such questions are answered. Until a clear definition and mandate are established and agreed upon, the counsellor's role in relation to career education may continue to be differently understood, by Guidance counsellors and others.

5. Career Education and Girls

In defining the goals and service areas for Guidance and career education, several sources mention the special needs of girls, particularly in terms of counteracting the results of sex role stereotyping.[137]

Stereotyping of girls' roles begins as early as age three, with boys' (and to a somewhat lesser extent, girls') perceptions of occupations consistently gender-based through grade 6. The stereotyping persists in the intermediate years, with both girls and boys vulnerable to perceiving work in terms of traditional gender roles.[138]

How these forces act on young girls is also the subject of much research. For example, Gilligan[139] has postulated a "moment of resistance" for girls around the age of 11, when they experience certainty, clarity and a high degree of confidence in what they know and see around them. At this time they are outspoken and honest and have a sound sense of their own authority in the world. By age 15, however, the resistance has "gone underground" and they have forgotten what they had known about the strength of self; they tend to say "I don't know" a lot. This lack of confidence, it is postulated, is a result of the socialization process which young girls experience. With few supports to cope with the stress of high expectations, adolescent girls are expected to be physically attractive, career oriented, capable of being a good wife and mother and able to meet the expectations of their parents and peers.[140] The result of these pressures is often low self-esteem combined with high ambitions and low expectations.[141]

Barriers which girls must overcome are generally put in the context of work and career education. For example, women with the highest level of education are more likely to be unemployed than males with less education and are generally clustered in a narrow range of occupations.[142] Women in Ontario who work fulltime earn an average of 63% of what men earn,largely because of occupational ghettos. 61% of Ontario women hold low-paying, traditionally female jobs.[143] There are increasing numbers of women in the workforce, many of whom are working mothers.[144]

From these statistics, generalizations are made about the education of girls. In the Toronto Board of Education in 1982, 35% of grade 13 girls enroled in mathematics compared with 65% of the grade 13 boys; twice as many boys took computer science as girls.[145] Young women enrol in a narrow range of post-secondary disciplines and, although they enter colleges and universities at the same rate, are less likely than young men to obtain post-secondary degrees.[146]

Examining these behaviours, Hartnell[147] describes ten major forces which create barriers for women in the world of work:

- power inequality;
- lack of positive role models;

- educational inequality;
- insufficient numbers of girls taking mathematics and science;
- sexist textbooks;
- reduced career aspirations;
- the socialization process;
- the stereotyped portrayal of women by the media;
- government attitudes toward women; and
- the non-unionization of women.

Findings of a study of high achieving, upper middle class girls in grades 5, 7, 9, 11 and 13, metropolitan area suburb (Romm, 1987).

Based on an interactive simulation, girls of all ages intended to:

- stay in school rather than quit and support a husband
- quit school and stay home with a child
- give up a job and join a husband whose job is transferred
- share housework equally with a husband
- stay home with a child

The younger girls (in grades 5, 7, some in grade 9):

- began with a housewife-mother orientation
- were unaware of their rights in decision-making
- overemphasized the negative aspects of a Vocational Career Concept and the positive aspects of a Housewife-Mother Career Concept
- welcomed an opportunity to quit school or a job to become a fulltime housewife-mother
  used the well-being of a child as a major factor in decision-making
- rarely considered conflicts as having a moral dimension
- made decisions affected by the simulation cues, creating a decision line in a zig-zag pattern

The older girls (some in grade 9 and the others in grades 11 and 13):

- began equally divided between a Vocational Career Concept and a Housewife-Mother Career Concept
- were aware of their rights in decision-making
- experienced the conflict between the Vocational Career

Concept and the Housewife-Mother Career Concept

- held a child's interest as secondary to their own
- perceived marriage as an equal partnership
- treated the conflicts as complex moral dilemmas
- followed a linear decision making process

CHART 1: GIRLS' CHOICES AMONG CONFLICTING OPTIONS

Some suggestions found in the literature for supporting girls in educational and career planning include:

- Confront stereotyped attitudes by talking with students about research and helping them learn to view the media critically and recognize propaganda (Hartnell, 1983; Van Hesteren & Pawlovich, 1989; Wilson & Daniel, 1981).
- Discuss the changing roles of women and men with both girls and boys (Holmes & Levin, 1987; Van Hesteren & Pawlovich, 1989); provide role models and mentors (Holmes & Levin, 1987; Premiers', 1990; Van Hesteren & Pawlovich, 1989), especially for science, mathematics and non-traditional careers (McFarland & Thomas, 1989).
- Help girls raise expectations realistically (Ferguson, 1986).
- Confront one's own biases and assumptions about girls in education and work; be aware of all career options and know the facts and myths about women and the labour market (Hartnell, 1983); Holmes & Levin, 1987).
- Help girls be aware of the social confusion regarding their role (e.g., mature independence and female dependence), openly and honestly discussing the conflicts between employment and marriage/family demands (Hartnell, 1983)
- Promote careers for girls rather than short term stop-gap occupations (Hartnell, 1983).
- Because many girls tend not to know about occupations open to them, especially about non-traditional jobs, emphasize goal setting, positive imaging of the future and decision making skills (Cramer et. al., 1977; Van Hesteren & Pawlovich, 1989).

A unique hands-on experience, It's Your Choice, is offered to 200 grade 7 girls. The program originated with the Assistant Co-ordinator of Guidance and a teacher at a community college in a large urban Board and is delivered to approximately one third of the girls in that grade. The girls, in groups of twenty, participate in a full-day program that takes place at the college. The girls find out about trades and technology programs which lead to technological careers, and they meet with college students and staff. The importance of enroling in mathematics and science throughout high school in order to keep occupational choices unlimited is emphasized. There is time during the day for hands-on activities, one of which is building a battery tester from scratch. The students have the opportunity to experience this kind of activity to see if they like it. An emphasis in the overall design of the day is to provide the girls with plenty of opportunities to interact with each other, teach each other, participate, ask questions, etc. Two teachers - one in Guidance and one in mathematics, science or technical studies - also participate in each session, so there is a staff development spin-off as well. It is also of note that schools are asked to ensure that an academic, ethnic and socio-economic cross-section of students participates. Since the informal feedback has been so positive, students who have gone through this program will be tracked to see if there is a long-term effect reflected in math, science and technology subject enrollments. This year, the program is being extended to all grade 8 girls. Using the community college model, they will have the opportunity to build something at the Board's Career Centre.

About half the Boards surveyed in the 1990 Ontario Guidance Survey indicated a concern for the special needs of girls in their Guidance programs -- especially in career education -- and the educational planning which is integral to it. (See Table 8.) It appears that the popular concern for the loss of talent in vital areas as a result of sex-role stereotyping has had a real effect on Guidance programming for adolescent girls throughout North America, including in Ontario. 50% of boards surveyed here have programs for delivery in and/or across schools which aim to increase female enrolment in subject areas which traditionally do not attract a high proportion of girls: math, science, technology. 45% have board-coordinated programs which attempt to increase girls' interest in non-traditional careers. In addition, a majority have written support materials, and over a third have an inservice component for staff involved in program delivery.

What is also noteworthy is the level of programming in this area in both grades 7/8 and grade 9. 66% of grades 7/8 and 59% of grade 9 schools offer programs designed to encourage girls to consider non-traditional careers. With this particular topic, the research shows a high level of congruence between Board and school level programming.

Guidance and Career Education for Female Students in Ontario

	Boards	Schools Gr. 7/8	Schools Gr. 9
In this Board/school, there are programs involving the Guidance Department whose aim is to increase the enrolment of girls in non-traditional subject areas.	50%	47%	55%
In this Board/school there are programs involving Guidance services specifically designed to encourage girls to consider non-traditional careers.	57%	66%	59%
We have special programs and written materials and we provide opportunities for/have received inservice training to meet the particular needs of girls (e.g., concerning non-traditional careers, gender bias, self-esteem).			
programs	45%	32%	38%
written materials	56%	50%	56%
inservice	39%	15%	25%

Table 8

Of the 25 Board-level programs described as especially effective, 11 have a career emphasis, and 6 of these target female students. One example is:

Horizons is a day-long conference for grade 8 girls, which emphasizes the importance of math and science to future career choices. As in a career fair, attendees are exposed to a number of displays staffed by persons knowledgable about and involved in particular kinds of work--in this case, work involving a math and/or science background in some way, whether at a professional or technological level. Most of the presenters are females who are viewed as excellent role models of women working in non-traditional areas. Students are encouraged to be actively involved in discussion with the speakers, and some students receive training in advance in group facilitation, so they can act as discussion leaders in workshop sessions.

Curriculum integration occurs because the annual day is planned by committees composed of teachers and career centre staff as well as Guidance staff. Teachers take a very active role, through the committee process, shaping the day. The committee work extends over many months, during which time teachers may take ideas back to the classroom to test student response. On the day itself, a concurrent inservice session is run for teachers, with emphasis on activities for classroom follow up.

One large urban Board organizes a Saturday symposium called Careers For Tomorrow. This one day career day uses speakers representing non-traditional careers and is offered to students from grades 6-OAC. Even though girls are the main attenders, boys are also included in this day during which over 600 students participate. There are 60 or more speakers who make presentations, using a career fair model. It is notable that eight speakers last year presented in French and also distributed their handouts and resources in French. Involvement in this project cuts across the entire Board; over 30 staff participate in its organization.

The integration of Guidance programs into the larger school curriculum is discussed below, in Chapter V. But it is clear that career education is the most integrated part of most Guidance programs. Most of the Board-level career development programs for girls described by our respondents are well-integrated into centrally planned curricula involving other subject areas such as math or science. Such integration also reaches into staff development activities. Half of the twelve programs for staff delivered by Boards' Guidance programs and described by our respondents as especially effective deal with career education. All are viewed as having a cross-curricular focus, and several do give training to teachers, counsellors, and administrators. Two of these are programs concerned with female career choice.

The Job-Site Visits Program takes grade 8 and 9 girls to visit workplaces where women can be found doing jobs that require a background in math, science, or technology. In addition to a five - lesson curriculum with research-based activities, the in-service component of this program has math/science/industrial arts teachers and Guidance counsellors visit the work sites in groups, in preparation for choosing sites students will visit later in the term. The objectives are to update teachers on the applications of math and science in the workplace; to help them to encourage and motivate students to pursue studies in math and science; and to help them to become more effective career counsellors for females. In one year, up to 40 teachers (and ten times that number of students) participate in the program.

At the school level, the concern for girls' educational and career choices is equally strong, and has very similar visibility in the grade 7/8 and the grade 9 programs, according to our respondents. (See Table 8.) About half of both elementary and secondary respondents include as an aim of their Guidance program the increasing of female enrolment in non-traditional subject areas. More than half (about 60%) also encourage girls to consider non-traditional careers. Discrete educational and career planning programs for female students occur in about one third of all schools. Half of the schools provide written materials, while less than one quarter (15% elementary, 25% secondary) run in-service training to support the emphasis on girls' non-traditional choices.

Of all the programs described as especially effective by our respondents, 39% aim to increase girls' choices in non-traditional subject areas and 31% intend to encourage them to consider non-traditional careers.

D. TRANSITIONS, DROP-OUT PREVENTION, AND THE AT RISK STUDENT[148]

In Ontario, concern for the human and social consequences of an unfinished secondary school education has been aroused by the Radwanski report[149] and by continuing discussion of the drop-out issue in professional and lay circles. The necessity of secondary and post-secondary education for employability, the disappearance of unskilled jobs, the strengthened linkage between secondary education and income are all well-known realities. Boards and secondary schools put considerable effort into encouraging and assisting students to persist till they earn a diploma. Many Boards and schools target students at risk of dropping out, and attempt to program for their benefit.

Students at risk are characterized as potential dropouts through being underachievers, grade repeaters, inner city students, special education students and students with behaviour and social problems. Identification of students at risk involves examining a range of conditions, including the following that are associated with dropping out of school:[150]

- living in a high growth area with an unstable school district (especially, lack of resources);
- being a member of a low income family whose parents are not high school graduates;
- having poor academic skills but not necessarily low intelligence;
- speaking English as a second language;
- being part of a single parent household.

Personality characteristics include negative self-concept, boredom, alienation and low self-esteem.[151]

Students who are at risk may also share the following characteristics with students from inner city schools:[152]

- living geographically close to the core of an urban or industrialized area often in substandard or subsidized housing;
- living in an economically depressed neighbourhood with a relatively high rate of unemployment;
- having serious social and emotional problems and a high degree of absenteeism;
- living in a home which differs from the Anglo-Canadian in language and/or culture.

Students at risk may be highly transient, moving and changing schools frequently and experiencing a high level of stress, confusion, disorientation, loneliness, anxiety and fear.[153] As a result of their transience, they have been described as feeling a great sense of loss in security, continuity and relationships.[154]

Another characteristic of students at risk is the cumulative nature of their difficulties;[155] once they fall behind, it is increasingly difficult to catch up as they lag further and further behind with the passing of each year.

Given that most teachers and school staff are middle class, that schools promote middle class values and that students at risk often come from lower middle class, blue collar homes and from backgrounds of poverty, the cultural alienation and conflicts often described for students from different national or linguistic backgrounds are applicable to these students. (See Section D, below.) Often, for example, people with less formal education consider action as the basic and best response in a given situation. Counselling is perceived as talk, not action and therefore as an alien and doubtful activity.[156]

The 1990 Ontario Guidance Survey indicates that just over half of boards and schools with grade 9 provide programs from students at-risk, with leadership or significant involvement of Guidance. (See Table 9.)

Programs, written materials, and inservice designed to meet the needs of students at risk of dropping out

	Programs	Written Mats.	Inservice
Boards	52%	45%	39%
Schools			
grade 7/8	16%	16%	10%
grade 9	56%	50%	40%

Table 9

Beyond the social and economic factors described above, Radwanski[157] describes the attitudinal consequences of the sense of alienation felt by students who choose to drop out of school:

> Whether it takes visible forms or is more internalized, a sense of alienation appears to be the key factor in school-related decisions to drop out. Students are turned off by a sense that nobody cares, by the impersonal and bureaucratic structure of today's large high schools, by the lack of a clear sense of purpose or intended outcomes in their programs of study, by the inconsistencies of a system that treats them as adults in some respects and children in others, by rules and disciplinary measures that they perceived as arbitrary or unfair, and by a perception that they are scorned or rejected rather than helped if they encounter serious learning problems.

For at-risk students, because secondary school is highly structured and achievement oriented, the intermediate grades may provide the "last chance" to experience success.[158] The importance of the counselling process for these students is crucial, for personal, educational and occupational Guidance.

Some programs attempt to reduce students' alienation and lack of confidence at school. For example:

A Career Centre in a large urban Board offers a Reluctant Learner Program to grade 8 students who are referred by their teachers or counsellors. The Centre finds that many learners who are not academically successful believe they have no talents. This two-day assessment program is designed to build students' confidence and provides motivation for continued education as students are given a means of identifying their strengths, aptitudes and interests. The cornerstone of this program is the experiential, hands-on approach which is used. Simulated job activities such as small engine repair, drafting, refrigeration and air conditioning, household wiring, electronics, shipping and receiving, etc. provide opportunities for students to learn more about their job-related interests, and abilities. They also provide an excellent opportunity for Career Centre staff to observe learning style preferences and learning difficulties. The final stage in the process is assisting the students in drawing up a feasible educational plan, and includes a follow-up interview with parents.

In a study of retention in Ontario secondary schools,[159] Guidance services were shown to have a "strong relationship" to the holding power of a school. The availability of career counselling and educational planning services, field trips to job sites and contacts with students initiated by Guidance counsellors contributed positively to retention rates. A Florida program[160] uses links to business and community organizations as successful interventions to reduce early school leaving. In another study of the effects of middle school counselling programs, absences and suspensions were significantly lower for schools with Guidance programs.[161]

Some groups of students identifiable by culture, language, or national background have lower academic success rates and higher drop-out rates at the secondary level in Ontario. Some Boards and schools recognize this with Guidance programming especially for them; many more are cognizant of them in considering programming for at-risk students generally.

In 1980, 35% of Ontario school Boards had a policy that mandated attention to group differences in placement and other Guidance procedures.[162] Groups such as Native Canadians, Francophones[*], or other groups of students at higher risk of dropping out of school, must be systematically identified and accommodated.

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[*] Chapter III is devoted to issues of Francophone students.

These needs, however, are not always explicitly recognized. Most literature which discusses specific programs and strategies for delivering Guidance and career education makes no mention of the needs of special student populations. Programs are usually described as if they are delivered to homogenous classes of students, an invalid assumption for a nation with an official policy of multiculturalism. While discussions of policy and directions for Guidance usually mention the special needs of girls, other specific groups of students are rarely considered. Several of these groups at high risk of school failure are discussed below.

Native Canadians

Native Canadians experience a level of alienation and social dislocation that is shockingly different from the rest of the population:[163]

- Violent and accidental deaths are markedly higher among Indians.
- Native suicides are approximately three times the Canadian rates.
- An estimated 25% of live births are impaired because of alcohol and substance abuse.
- Natives comprise 2% of the population but represent 15% of homicide victims and 20% of homicide suspects; they are over-represented in prisons.
- 45% of Natives on reserves are over 15 years of age and have less than a grade 9 education. Very few natives in Ontario earn post-secondary degrees or certificates.

It is clear from these demographics that Native Canadian students have special Guidance and counselling needs. A lack of personal and social supports for Native students living on their own in the city[164] creates significant barriers to education for these students. In addition, although educational counselling is the most available type of counselling for Native Canadians, secondary students are often stigmatized by being placed two or more years below their age group and in Basic level classes.[165] This creates an additional barrier to their success in high school.

Suggestions for effective Guidance counselling work with Native students found in Appendix I.

For many Natives there is a strong desire to finish school which is accompanied by very low expectations of the ability to do so.[166] This lack of self-confidence is also seen in the "vast discrepancy" between Native students' occupational goals and their expectations for achievement.

Among our respondents fewer than half (46%) of the boards reported any Native enrolment at the grade 7-9 level. Of the 31 boards which do enrol Native students, only six report having more than 500. Thus, based on our sample, the needs of Native students are likely to be seen as low priority by a majority of boards, and of real importance, relative to other populations and needs, by a very few. Of course it is quite possible that boards (and schools) are unaware of Native students who may not choose to identify themselves and may not be identified by others. But, in the perception of respondents from the vast majority of boards, their Native enrolment is nil to very slight.

Given this demographic fact (or perceived fact), it is unsurprising that few boards or schools claim to have any Guidance programs especially tailored to Native students. In fact 10 boards did mention having such programs. However, none of the detailed programs descriptions at the board or school level (those described as "exemplary" or "effective") named Native students specifically as a target group.

Students from Diverse Cultural Backgrounds

In addition to Natives, students from a cultural background different from the "taught culture" include immigrants and refugees, students whose home langauge is other than English and/or whose cultural roots are closely identified as non-Canadian. Students do not cease to be immigrants after any special period of time. As they gradually understand and adjust to their new environment, they will continue to experience many of their initial problems, although with less intensity. Students born in Canada to immigrant parents, especially those who maintain strong cultural ties to their home country, may also experience cultural conflict and confusion.

Immigrant parents' lack of familiarity with Canadian values and behaviour can create a gulf between them and their children, who usually adapt more quickly to the majority culture than their parents are able to. Because of this gap, immigrant teens often are unable to discuss their problems and plans at home.[167] In some cultures outside of North America, parents have virtually no contact with schools unless very serious problems have occurred; in other countries, teacher-parent interviews are non-existent. Language problems make school-parent communication difficult. Immigrant parents thus tend to be unaware of school policies and activities and have a decreased involvement with school.[168] Through lack of knowledge they may also not advise and guide their children in educational decisions; or they may place high demands on success without understanding the school context.[169] The

Ontario school milieu - its atmosphere, level and means of discipline, teacher and student roles - is quite different from what many immigrants have experienced previously. Where the home/school gulf is especially wide, the need for transition programs which include parental involvement and contact is even more acute. It is the familiar case of those at-risk needing the same kind of programming and expert help as everyone else - only needing it more.

Some of the recommendations to Guidance counsellors found in the literature concerning students of immigrant parents and non-English language background are included in Appendix I.

Rural Students

The primary barrier for Guidance and career education for rural students is their geographic isolation. Often rural students, especially those in remote areas, have limited opportunities to experience a range of work options.[170] Their world is often described by a single occupation (e.g., fishing, farming, logging, mining) and the small businesses that service it. This restricted view is frequently accompanied by a lack of exposure to post-secondary educational or training institutions,[171] a narrow range of homogenous social contacts and few options for participation in social and recreational activities.[172]

Traditionally, the function of a rural school has been to prepare students for life in the local economy. Examining the relationship between school and the rural community in Australia, Henry[173] defines the purpose of school as alleviating youth unemployment, contributing to the rural economy, providing a competent labour force and transmitting the local ideology, including gender stereotypes.

The lack of variety in rural students' lives can create either tunnel vision (no sense of any options beyond what exists in their immediate world) or desperation and frustration (a need to leave that is so strong it can become unfocused and unrealistic).

In one study that included rural Canadian youth, a higher percentage of urban students than rural perceived the availability of information on Guidance topics; attending university was rated the first topic of interest to urban students and the fifth topic for rural students; and urban students rated the influence of Guidance counselling on their decisions as higher than did rural students.[174]

Some recommendations to Guidance counsellors are included in Appendix I.

The Differently Abled**

Barriers facing students with physical disabilities* can be formidable. Middle school Guidance programs can provide a positive experience for these students by helping them:

- learn to cope with their exceptionality;
- develop positive self-esteem especially in relation to feelings about the handicap;
- develop self-awareness with an emphasis on competence and self-actualization;
- set goals and learn decision-making skills; and
- understand legislation, rights, programs and career opportunities relevant to their special needs.[175]

Beyond special physiological and safety needs, the focus of career education for differently abled students is similar to that for any student. However, often it may differ in the degree to which it is needed and the methods of delivering it. For example, assessment of aptitudes and interests may require special tools and procedures.

An additional concern in career education for students with physical disabilities is for the development of broadly defined job readiness skills including motivation, willingness to work, interpersonal skills and work skills and habits.[176]

Programs to address special personal risk issues

Many individual and family conditions and circumstances place adolescent students at risk - academically, socially, and emotionally. Guidance staff attempt to address some of the issues which arise for students and many consciously program for particular groups of students who appear to them to have special needs or vulnerabilities.

For many young adolescent students, this period of time is also one of trial and error,[177] a time when personal risk-taking can include sexual activity, drugs and alcohol. Violence in society which is reflected in popular art forms and the media, changes in the form of the nuclear family and the fast life of a

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**In this section differently abled is deliberately defined as only physically challenged students. An exploration of Guidance and career education for students with severe mental and emotional disabilities is not within the scope of this study.

technological society have created a level of stress for young teens that seriously erodes their traditional sources of stability during this complex period of personal growth.

Guidance programs address the needs of students who are suffering from personal or environmental handicaps as well as of students who are at risk of hazardous situations. In the first instance, programs are interventive (e.g., support groups for students in situation of family separation, divorce, or death), in the second instance, they are preventive (e.g., grade-or school-wide programs in health risks such as substance abuse or AIDS).

While not all students are affected by these issues, the following are problems with which many students need considerable help; and very often, that help begins in the school with the Guidance counsellor.

- Abuse: physical, sexual, emotional
- Suicide and depression
- Substance abuse: drugs and alcohol

Abuse: Physical, Sexual, Emotional

The three types of child abuse, or the reporting of such abuses, is "skyrocketing": in the twelve years between 1976 and 1988, formal complaints of physical and sexual abuse in the United States rose by 180%.[178]

Guidance counsellors are directly involved with physical and sexual abuse, not only because of their legal and moral obligation to report it, but also because children who are abused cannot function normally in school. "Overwhelming evidence" links abuse to the "impairment of personal and social competency" and diminshed ability to cope with one's environment.[179]

Short-term effects of abuse, which may be manifest during the school years, include avoidance of social interaction, poor peer relationships, a variety of serious behaviour problems, low capacity for empathy, poor academic performance, adjustment problems, generalized anxiety, low self-esteem and feelings of helplessness.[180] Without effective intervention abused children and adolescents can develop serious problems such as criminal behaviour, running away, prostitution, depression and suicidal tendencies.[181]

Emotional abuse is rarely discussed; the guidelines for identifying and treating it are unclear and so broad as to be non-existent. One example of extreme emotional abuse that has been increasingly well documented is the abuse suffered by children of alcoholics. These children, who often are also physically and sexually abused, demonstrate increased rates of emotional problems and poor ability to cope with these problems; low self-esteem; often disruptive or delinquent behaviour and hyperactivity; poor attendance and morning lateness; inability to relate well with peers combined with an exaggerated need to please adults; and fear of any situation that brings their alcoholic parent(s) in contact with the school.[182]

The Guidance counsellor's role in collaborating with all school staff is extremely important in detecting, reporting and preventing all forms of abuse.[183] The role of the counsellor in the treatment of abuse is generally one of referral to a professional agency or individual. However, beyond preventative education, counsellors need to know the appropriate strategies and interventions for communicating and forming relationships with abused students.

Strategies counsellors use in dealing with abuse include:

- Focusing on the facts and observable behaviour of the victim (Crabbs & Crabbs, 1988); do not assuming anything.
- Observing symptomatic behaviour patterns rather than isolated acts; watching for fluctuations in appearance, physical health and academic performance (Edwards & Zander, 1985).
- Learning and using appropriate interview techniques and counselling strategies, including the avoidance of probing or leading questions; letting the victim tell what happened without applying pressure or putting words in her/his mouth (Crabbs & Crabbs, 1988).
- Learning the appropriate intervention strategies for dealing with children of alcoholics (e.g., consistency; helping the student trust, overcome denial, express feelings; discussing alcoholism and its effects openly; encouraging opportunities for success and the development of positive self-concept) (Edwards & Zander, 198?).
- Cooperating with and following up on agency and police involvement (Crabb & Crabbs, 1988).
- Knowing the legal issues and responsibilities (Sandberg et. al, 1988).

Suicide and Depression

Treatment of childhood and adolescent depression and suicide is based on various therapeutic theories, with a variety of attempts to explain causes (personal, family and socio-economic), identify diagnostic signs and provide appropriate intervention and treatment strategies.[184]

Students who are seriously depressed or suicidal obviously need a level of professional help beyond what a Guidance counsellor can provide. Yet students with these problems are often first identified within the school context, directly or indirectly, seek help, and are then referred to an appropriate agency. Professional literature suggests that counsellors must:

- Understand the correlates of such behaviour (such as low achievement, disruptive behaviour, acting out, withdrawal).
- Know what to do when a suicide crisis occurs (including identifying students at risk who might try to imitate the attempt) (Capuzzi, 1980).
- Learn about early intervention strategies (Capuzzi, 1980).
- Support and carry out research on diagnosis, assessment, intervention and treatment and causes of depressive and suicidal behaviour in early adolescents (Capuzzi, 1980).

One secondary school in a small town has developed a C.A.R.E. program which involves all school staff in identifying students who have emotional difficulties, students who may be suicidal, and students who are malfunctioning and therefore at risk of leaving school. The C.A.R.E. team, comprised of the school nurse, Guidance counsellors, school psychologist and a representative from the school's administration, meets weekly. Rather than working with these students in a haphazard way, the team attempts to develop strategies, work with the feeder schools, and give teachers as much support as possible in working with the identified students. Communication, collaboration, caring and teamwork are the ingredients that enable the C.A.R.E. program to provide support to so many at risk students.

Substance Abuse: Drugs and Alcohol

The average age in the United States for children to take their first alcoholic drink is 12 years old.[105] Illicit drugs and alcohol are commonplace in North America. For the Guidance counsellor the issue may be one of degree. For students who experiment occasionally, persuasive educational activities and helping students learn how to say "no" are appropriate Guidance strategies. Other school-based interventions, which may be initiated by the Guidance counsellor, include student service centres; consultation with school staff and parents to provide information about diagnosis and interventions; participation on an intervention team; and the development of school policies and procedures to create a positive school milieu that encourages the prevention of substance abuse.[106] The involvement of the family is an important part of the process as well.

Students who are heavily involved in substance abuse require the counsellor's intervention in two contexts: pre-treatment and post-treatment. Pre-treatment includes diagnosis and referral, a process that can take a considerable amount of time and sensitivity, since these youngsters tend to be defensive and angry and to deny the seriousness of their addiction. Post-treatment, when the teen returns to school following a residential program, is "just the beginning" of treatment[107] and requires special programming and placement. Further research is necessary to determine effective aftercare treatment in the school as well as constructive classroom and school-based interventions.[108]

One large urban Board has implemented a ten hour curriculum in both senior elementary and secondary schools called Drugs, Decisions and Directions, a substance abuse prevention program. Each school has a SART (Substance Abuse Resource Teacher) and the Board has one senior elementary and one secondary consultant who assist in co-ordinating the school programs. The curriculum is clear, easy to follow and naturally fits into the 20 hours of Guidance in grades 7 and 8. As a result of the program, many students refer themselves for counselling. The reasons for the success of the program are numerous: the curriculum is easy to follow; the assertiveness training component applies to all kinds of peer pressure, not only peer pressure around substance abuse; there are lessons which differentiate fact from myth; there are many decision making activities; and most importantly, students are very interested in and curious about the topic.

SUMMARY

While there is some concern about Guidance counsellors' involvement with these emerging social and personal issues,[189] much of the literature supports the need of counsellors to address these kinds of problems directly.[190] Pragmatically, this presents a serious dilemma for Guidance programming.

Keogh,[191] speaking of secondary school Guidance programs, recognizes the need for schools to respond to issues but is concerned by the amount of time taken by Guidance counsellors to work with a relatively small number of troubled students in school. He would prefer that these problems be dealt with by professional staff, who are more qualified to do so. King[192] adds that Guidance services cannot be "monopolized by troubled students with chronic personal problems." However, given the broad range of problems discussed here and the extent of their effects on student behaviour, academic performance and the school environment, and given the shortage of social agencies with abundant staff and time to deal with referrals, it may be that there are more than "relatively few" students needing some level of intervention and treatment.

Given the movement away from individual issues-based counselling, one solution is for Guidance counsellors to focus on identifying such problems, developing appropriate referral procedures and supporting group methodologies. Students whose problems are severe can then be referred to a school psychologist or social worker or to an outside agency.

A second solution is to move the emphasis of Guidance intervention from individual treatment to a group process. There are sound educational and psychological bases for group methodologies and in addition they are cost-effective, as many more students can receive help than would through individual attention.

Both of these solutions require appropriate training and inservice to deal with the social "context factors" of violence, substance abuse, intolerance, gangs, abuse, poverty, changing family structures, etc.[193]

The special populations of students discussed in this section are not mutually exclusive groupings. Recognition of the patterns and commonalities that exist among them is one of the first steps in planning effective Guidance and career education programming:

- Being different is difficult. Students at the intermediate level are already working through complex changes, physically and in their identities. To have also to cope with stereotyping and bias is extremely debilitating.

- Low self-esteem impacts negatively on many of these students, requiring Guidance intervention at least for identification purposes.

- The impact of class and of cultural difference - whether it is an ethnic culture or a culture of behaviour (such as displayed by students at risk) - is enormous, affecting all aspects of student behaviour.
- An emphasis on specific career needs is usually irrelevant. The focus of effective career education in the middle years - the development of self-awareness and a positive self-concept - is an essential first step for these students.
- Most young people want to succeed at whatever is important to them. Given the barriers discussed in this sections, it may well be that the opposition of aspiration and expectation is shared by many or most of the students in these special groupings.

Strategies Guidance counsellors can use when working with students with special needs include:

- Be an advocate for students; be proactive.
- Use the Guidance consulting role to work with school staff (e.g., Local School Teams, needs committees, individual teachers) to help them learn about special needs.
- Recognize the importance of facing these differences and of confronting one's own biases, beliefs and perceptions directly.
- Equal treatment is not necessarily equitable; for differences among patters of student populations, compensate as necessary.
- Emphasize the importance of positive role models wherever possible, through peer and mentoring programs and in other appropriate ways.
- Encourage a school atmosphere in which everyone in the school develops empathy and understanding for the needs of students from special populations.

Among Boards surveyed, issues-based programs were lowest among the four priority areas ranked. Only 15% said such programs had top priority in their Board-wide Guidance program. About 18% focus their programs at the grade 7/8 level on issues (such as substance abuse); about 4% do so at the grade 9 level.

While rarely first priority in Guidance programming, some issues-based programs are nonetheless among the programs which boards reported to be especially effective. Prevention programs include a drug abuse prevention program and a program on decision-making skills which refers explicitly to substance abuse and suicide. Both these preventively-oriented programs were developed by outside agencies, and adopted by boards. Issues-based Guidance programs are often developed for school use by agencies with a particular mandate (such as the Addiction Research Foundation) and a prevention orientation. This is the area in which Guidance Departments are least likely to create their materials.

Other boards described intervention programs: for children of divorce, for bereaved children, and for children with moderate levels of emotional and behaviourial disturbance.

At the school level, one in five respondents said issues-based programs were top priority in their Guidance program.

CONCLUSION

In fact, half of all Boards we heard from do include, in their Guidance program, targeted support to at-risk populations, by which they tend to mean students whose academic record is weak. Programming directed at specific populations with lower secondary school completion rates (Natives, cultural minorities, rural students, Francophones) is rare. It is reported as available by about 13% of Boards and as implemented by under 10% of schools.

The prevention of dropping-out was the most common board Guidance program priority (named by 28% of responding boards). Transition programs were next. It is likely that drop-out prevention is in fact an underlying goal of many transition programs. At the secondary school level three quarters of our respondents said that identification and support of at-risk students is strongly emphasized - in half of the secondary schools with special programs, and in one-third of them with special programs augmented by in-service training. Many of the effective programs described in this report are examples of combined transitions/drop-out prevention programs.

Other recommendations for preventing school drop-out include the following:

- Ensure early identification and intervention (Druian & Butler, 1987; Duval County, 1987; Vancouver ESAA, 1988).
- To challenge the message of failure, provide commitment, support and continuous advocacy

with many opportunities for success (Blumberg, 1986; Druian & Butler, 1987; Gire & Poe, 1988; Jones, 1985; Van Hoose, 1989); Vancouver ESAA, 1988).

- Change the attitudes and behaviours of students (creating a positive learning situation and increased self-confidence) by changing the attitudes and behaviours or teachers (promoting increased and realistic expectations) (Van Hoose, 1989); challenge at risk students, giving them opportunities to think abstractly and creatively and to participate in experiential learning (Durian & Butler, 1987).
- Involve parents (Blumberg, 1986; Duval County, 1987; Vancouver ESSA, 1988).
- Monitor at risk students frequently (Durian & Butler, 1987); see them often and use daily progress reports which emphasize positive and successful accomplishments (Blumberg, 1986).
- Understand why a student has moved and how often in what period of time (Wahl, 1985).
- Provide a holistic milieu with a team of teachers and support services staff (James, 1975).
- Use group counselling strategies (Wahl, 198?) and offer more counselling for these students than the regular curriculum allows (Druian & Butler, 1987).
- Avoid labelling students (Paterson, 1987/88).

Meeting the Career Needs of Students at Risk of Dropping Out of School

- Focus career education on social, organizational and communication skills (Gire & Poe, 1988); King et. al., 1980).
- Follow normal guidelines for age- and stage-appropriate career development activities, including a holistic approach; integrate of career activities with curriculum; and utilize a wide variety of media and career development resources, including computers (Bloch, 1989; Woudzia, 1987).
- Explore jobs available for intermediate level

students (Gire & Poe, 1988).

- Show the relationship between school, educational planning and making money (Bloch, 1989).
- Provide concrete, task-oriented, hands-on activities that are related to work including work-study opportunities (Herr and Cramer, 1988).

III GUIDANCE AND CAREER EDUCATION FOR FRANCO-ONTARIANS

The first school in Ontario was a French parochial school at L'Assomption du Detroit (now Windsor). Established in 1786, it predated the creation of Upper and Lower Canada by five years. In 1841, the "separate clause" of the Education Act was enacted, guaranteeing the rights of religious minorities. As the majority of francophones are Catholic, the history of French-language elementary and secondary education in Ontario has been intertwined with that of its separate schools.[194]

A "bleak period" began in the late 1800s, when French-language education was banned in Ontario public and separate schools other than in the first year for children who spoke no English. While elementary French-language education was officially restored in the 1920s, it was not until 1963 that public funding was approved for separate school, many of which operated in the French-language. Prior to 1968, no funding was available beyond grade 10. Only private schools could offer education to the end of high school. Only students whose parents could afford tuition fees, even if these were heavily subsidized by religious orders, were able to avail themselves of a secondary school education. Since these private schools could not provide facilities for technological studies, these options were not offered. Science laboratories were also generally inadequate. These two factors laid the groundwork for the present under-representation of Franco-Ontarians in those fields.

In 1968, as a result of Bills 140 and 141, funding for French-language public elementary schools was provided. Convents and colleges closed or were transformed into public schools. Franco-Ontarian students would attend elementary school in the separate system and transfer to the public system for secondary school. This discontinuity between school systems created many problems which were only resolved by the legislation providing full funding for separate schools and guaranting Franco-Ontarians exclusive rights in regards to the administration of their schools.

In 1984, the Canadian Charter of Rights and Freedoms was interpreted to overrule sections of the Education Act which regulated French-language instruction. No longer were Francophone students required to attend English-language secondary schools. Franco-Ontarians were thus guaranteed access to and control of education in their own language and students could continue their secondary education in the same system where they had received their elementary schooling.[195]

This brief history provides a foundation for understanding the current state of Guidance and career education for Francophone students. Given the evolution of French-language education in

Ontario, the needs of Francophones are those of any minority peoples who experiences bias: parity remains a future goal as educators work toward equity of access to an education that recognizes special Franco-Ontarian needs.

Demographic and Cultural Factors

In 1987, The Ontario Ministry of Education reported a total of 94,186 French-speaking students in elementary and secondary school in Ontario. In our sample, Boards responding reported a Francophone enrollment of 27, 713 (over three quarters of whom are enroled in Francophone schools). Thus, our return rate is 29% of the total (based on the 1987 figure). Most responding Boards reported having under 1,000 Francophone students. Of those 34 Boards which enumerated their Francophone students in the survey, almost half had fewer than 200 Francophones. About 100 Anglophone schools reported 25 or more Francophone students. As well, 211 Anglophone schools report having French immersion programs - 60% in elementary schools, 40% in secondary).

11 Boards provide guidance programming in French; 12 have written materials available; and ten provide in-service training to those working with Francophone students.

A recent case study examined demographic trends in Stormount, Dundas and Glengarry County in eastern Ontario,[196] which has a population of 100,000 half of whom are Catholic. Approximately one-quarter of the population is Francophone. Projected school enrolment trends for the county indicate a relatively stable population, with very slight declines in enrolment expected for French-language programs in both urban and rural areas.

The Stormount, Dundas and Glengarry County Separate School Board provides both English and French-language education for its rural and urban students, who may choose to attend either system. The English language program is offered with core French or 50% immersion at the elementary level. For Francophones, an 'adapted-regular' program allows primary students who speak little or no French to prepare for the French-language program. There is little transfer between the systems, other than for students of mixed Franco-Anglo marriages.

Despite its high percentage of Francophone students and a majority French speaking population in the Board area, there is considerable language transfer by Francophones to English no matter in which school system they are enroled.[197] To some this reflects the mixed marriage population of the county. However, research has also shown that in Ottawa, most Franco-Ontarians read and watch English language media.[198] In Stormount, Dundas and Glengarry County, this movement toward English is compounded by a lack of French-language recreational activities and of Francophone representation on boards of directors of these services, a not uncommon phenomenon for many Franco-Ontarian regions. While generally satisfied with the school systems and its services, residents of Stormount, Dundas and Glengarry County who were surveyed believe that "the quality of oral and written French of graduates of French-language schools left much to be desired. One might add that, if the question were posed to a number of English speaking respondents, it is not unlikely that they would have made the same comment about the quality of oral and written English of graduates of English high schools".[199]

Communication is the foundation of cultural continuity. The tendency toward linguistic transfer and loss of French-language skills which the above studies demonstrate are major concerns for Franco-Ontarians who perceive them as signals of an associated loss of Franco-Ontarian culture.

The explicit mission of a French Language school must be to promote and maintain cultural integrity for Francophone students. The Guidance counsellor, as well as all teachers in the school, plays a central role in the accomplishment of this mission. In addition, Guidance programs need to help students deal with their special needs as an indigenous Canadian minority:

> ...to ensure equal opportunity to students in French-language schools classes... [and] to ensure that students in remote areas or areas with a small French speaking population have access to a level of services comparable to that received by their English-speaking counterparts.[200]

There is little literature available which explicitly discusses French-language Guidance and Career Education in Ontario. However, issues of special interest to Francophones emerge from a consideration of available research and the development of French-language curriculum.

In one sense, of course, intermediate level Francophone students have the same needs as Anglophones. The Ministry guideline Guidance 1984 applies to all intermediate and senior public and separate school students in Ontario no matter their first language. Francophone youngsters experience the same kinds of personal, social and developmental needs as any adolescent in the transition years.

Beyond these shared needs and the cultural and language issues discussed above (the implications of linguistic transfer and retention of cultural identity), completion of secondary school and career/educational aspirations and preparation are of concern. Fewer Francophone students continue to university and Francophones drop out of secondary school in different patterns and for different reasons compared to their Anglophone peers.[201]

A profile of Franco-Ontarian dropouts in comparison to those who leave school early Ontario-wide is given in Chart 2. These figures show that a number of factors are different for first-language French and English speaking students, including region, size of community, family income, type of school, grade point average and reason for leaving school.

Percent of Grade 9 Franco-Ontarian Students
Identified as Potential Dropouts by
Reason for leaving School

Feelings of Isolation	11%
Academic Plans	11%
Interest in School	9%
Family Characteristics	6%
Academic Performance	5%
Self-Confidence	4%
Need for Teacher Support	4%
Truancy	4%

35% of the Grade 9 students believed they have "more success" in outside activities than in school.

* An increased percentage of boys than girls responded in this category.

Source: Quirouette et al., 1989.

CHART 2: CRITERIA FOR IDENTIFICATION OF POTENTIAL DROPOUTS

Criteria for identifying potential dropouts in French first-language schools are provided in Chart 2. Notably, "feelings of isolation" and "academic plans" are the most effective indicators. However, Sullivan's work[202] (Chart 3) indicates that personal and school-related issues are significantly less important reasons than issues of work for Francophones who leave school early (the opposite is true for the Ontario-wide sample, for whom school-related issues are considerably more important than either personal or work issues).

Characteristic	% Franco-Ontarian Dropouts	% Ontario-Wide Dropouts
Region		
East	41	13
Central	0	29
Toronto	0	16
North	58	14
Southwest	0	28
Community Size		
less than 10,000	53	29
10,000 - 99,000	14	16
100,000 - 999,000	32	32
more than 1 million	0	24
Family Income		
Median Income	$20,900	$27,030*
Type of School		
Public School	63	86
Separate School	34	11
Private School	3	2
Level of Courses		
Advanced	22	20
General	71	62
Basic	6	16
Grade Point Average		
A (80 and above)	9	7
B (70-79)	64	46
C (60-69)	22	39
D (50-59)	4	6
F (below 50)	2	1
Main Reasons for Leaving School		
School Related	30	43
Work Related	40	27
Personal	22	23

* A disparity between Franco-Ontarian dropouts and non-dropouts is also striking, with non-dropouts coming from families with a median income of $31,350. This difference can only partially be accounted for by the lesser number of Franco-Ontario mothers of non-dropouts who work.

CHART 3: PROFILE OF FRANCO-ONTARIAN DROPOUTS (Source: Sullivan, 1988)

Although Karp[203] considers first language not to be a significant factor in dropping out (she terms it a "minor" factor), her own sample shows a disproportionate number of French-language students as early leavers. While 76% of Ontarians speak English as their first language and 5% speak French,[204] in Karp's study, 78% of the sample of dropouts are first-language English speaking and 13% are first-language French speaking. In addition, she states that "a higher proportion of drop-outs born in Canada are Francophone.[205]

According to Quirouette, whose work has particularly focused on early identification of potential drop-outs among the Francophone student population in Grades 9 and 10,[206] the drop out rate for Ontario secondary school students is between 30 and 33%; the rate for Francophone students identified as potential early leavers in grade 10 is 38% and in grade 9, 29%. Actual dropout rates show that province-wide the median age of leaving is 16.6 years and the median grade level is 11.[207] For Francophones, the figures are virtually the same (16.8 years and grade 11). In concert with all Ontario students,[208] more Francophone boys than girls drop out and the rate of early leaving is highest for students taking courses at the general level.[209]

However, when controlled for age, 42% of the Francophone dropouts leave after grade 9, compared to 30% Ontario-wide.[210] In other words, while the rate, gender and grade level of early leaving for Francophones are similar to Ontario-wide figures, Francophone students may fall behind in school work earlier and be less able to make a successful transition to secondary school. This points to the importance of early identification and positive, comprehensive Guidance and transition programs for these students.

In her longitudinal studies of retention in French-language schools,[211] Ellis found that, upon entering grade 9, 90% of the students expected to earn at minimum a grade 12 diploma. Fifty seven percent did so and 18% completed grade 13. French-Ontarian boys were 50% more likely than girls to enter grade 13 and 20% more likely to attend community college. It must be pointed out, however, that these data which are about 14 years old, may not reflect the present situation of Franco-Ontarian girls.

Guidance counsellors are key personnel in the process of identifying potential dropouts (e.g., using Quirouette's survey developed from his research cited above[212]) and helping them be successful, identify appropriate educational and career goals and remain in school. Sullivan's Ontario-wide study considered circumstances which dropouts identified as factors that might have convinced them to remain in school. While 60% of the Ontario sample (66% male, 55% female) indicated that "no actions or circumstance would have persuaded them to stay in school": 72% of Franco-Ontarians believed this, with little difference between boys and girls.[213] Possible persuasive factors were related to school, Guidance, grades, family, finance and other issues. For Franco-Ontarians, Guidance intervention was identified as the most important factor: 21% of Francophone dropouts, compared with 17% Ontario-wide, reported that activities related to Guidance for both academic and career counselling might have persuaded them to stay in school.[214] Francophone students were less likely than anglophones to identify school-related (as apposed to work-related) factors as their main reason for learning school, but they were somewhat more likely to identify school-delivered guidance as a factor which could have altered their decision to drop out.

Career Education

Again, there is little literature concerning Career Education for Ontario Francophone students. At the policy level, the Ontario Ministry of Education Anglais/English Cycles Intermediaire et superieur 1985 Programme-cadre[215] as well as other OSIS generation guidelines explicitly support the Orientation 1984[216] mandate for all school staff to share responsibility for implementing school Guidance programs:

> Although the source of detailed information on career opportunities will continue to be the Guidance Counsellor, classroom teachers can help in this task by bringing to the attention of their students the relationships between specific school subjects and particular occupations or groups of occupations. Each subject requires of students a variety of skills, attitudes, and work habits that are unique to it. It is important that students making career plans be aware of these in order to assess their own strengths and weaknesses.[217]

Lack of suitable career education materials in French has rendered this task difficult to accomplish.

The career maturity of incoming secondary school students should be a matter of concern for Guidance counsellors who work with Francophone early adolescents. For example, a low level of career aspiration, especially for girls, has been reported in two longitudinal studies. Most of the participants in the study (who were surveyed at ages 18 and 19 after they had left school) "judged their [present] jobs solely in terms of short-term advantages."[218] More recent data dealing specifically with Francophone girls being unavailable, it is difficult to determine if the career aspirations of girls have changed in the intervening decade. Karp[219] also found that "French-language drop-outs tend more than English to feel their opportunities for career advancement have been limited as a result of not graduating."

The reality of an English-speaking job market can also present difficulties for Franco-Ontarians, specially for those who do not live in French regions of the province and who wish to retain their culture and language as a central part of their lives. In one study,[220] of those participants who moved for employment purposes after whatever level of school they had completed, only a few went to Francophone regions. When French-language jobs are not present in the community, the availability of relevant job awareness and field exploration activities (such as job visits and gust speakers) for grade 7-8 Francophone students will be minimal.

Resources and Materials

The Federal Government remains the best source for consistently avaliable French language career information materials. French-language Guidance and career education resources and curriculum materials, including course materials, texts and audio-visual aids, are only minimally available in Ontario.[221]

However, this situation appears to be improving. For example, in 1976, none of the 26 Circular 14 intermediate division entries for Guidance were in French; in 1981, none of 20 were in French; in 1990, five of 22 are French-language materials.[222] For more than a decade, the Student Guidance Information Service (SGIS) computerized careers information program has been available in French. The job descriptions and counsellors' materials are comparable to those available in the English-language version of SGIS.[223] The program is a critical tool in career exploration activities.

An examination of articles and materials about Guidance programming reveals little originating from Ontario. These materials, most of which are produced in Quebec, consider self-awareness and goal setting activities;[224] programs for secondary female students regarding non-traditional jobs, including peer programs;[225] intervention strategies to help girls explore careers in mathematics;[226] dropout prevention;[227] and a text for students ages 12-18 to stimulate discussion about suicide.[228] Specific career exploration materials, e.g., for agriculture, hairdressing, technical design, data programming, are also available.[229]

In the late 1970s, three programs were established in Ontario to redress the inequality of availability of Francophone resources:[230]

- a French-Language Fund to support the development of textbooks in French; and
- the Centre franco-ontarien de ressources pedagogiques[231] in Ottawa, with a mandate to reproduce and sell (at cost) locally-developed French-language learning materials to Ontario's French-language schools, including teachers' guides, courses of study, exercise books and learning aids.

As a result of these and related initiatives (e.g., keeping current with the use of technology in French-language schools), the number of curriculum resource materials and tools available for francophone students continues to increase, albeit very slowly.

The Association Consultative de Documentation Professionelle[232] lists 15 French-language career information resources primarily designed for secondary students and adults.

In its 1990 Maintien et transition des eleves, Un recueil de programmes efficaces,[233] the Ontario Ministry of Education[234] lists 60 program models designed to address student retention and transition during the intermediate and senior years. Of these models, 28% are French-language based. Of those 17 programs, four (7% of the total programs) are intended for use with grade 8 or 9 students. The 17 French-language programs include, for grades 8 and 9; peer programs to prevent dropping out; group counselling to enhance a feeling of success and motivation; mentorships for potential dropouts; group counselling to develop problem solving, self-evaluation and goal setting skills. For secondary students, the French-language programs include: group counselling for social, communication and conflict resolution skills; cooperative education programs stressing non-traditional careers for girls and boys; work mentor programs; and career planning, involving both students and parents.

Quirouette[235] has suggested similar Guidance activities, such as individual and group counselling and mentoring, with an emphasis on the importance of "a structured intervention strategy."

[illegible]

While French-language resources for Guidance and Career Education continue to increase, it will be important for these materials to be specific to Francophone needs. For example, of the ~~five French-language texts listed in the 1990 Circular 14~~. further are translations of English texts. Especially as many French-language schools are located in isolated and rural areas, it is imperative that adaptations of these translations be done to reflect the students' day to day lives. Also, the development of original materials must continue to be given priority in order to provide appropriate and high quality Guidance materials for Francophone students.

In our survey, 11 out of 67 Boards and many schools reported having special programs to meet the needs of Francophone students, many with written materials in-service training to support them.

One way schools accommodate linguistic and cultural minorities is through peer programs and mentorship - where students are matched with others on the basis of a common language or culture. In one secondary school, for example, a grade 8-9 transition program has written materials in French as well as English, and incorporates a mentorship component for students who are targeted as high risk (e.g., IPRC'd students), Francophone teacher-mentors are available.

Professional Development and Staff-Related Needs

Most of the small amount of literature found on professional development for French-language Guidance counsellors at the intermediate level is analogous in content to Anglo counsellors' needs, e.g.: how to cope with task demands and being overworked,[236] strategies for encouraging non-traditional careers for girls,[237] replacement of a psychometric approach to Guidance counselling.[238] While Franco-Ontarian Guidance counsellors have concerns specific to their minority population, the basic Guidance and Career Education tasks do not seem to differ markedly between French and English-language programs.

This section has identified three specific areas of need in relation to Guidance and Career Education for intermediate level Francophones, each of which has implications for professional concerns specific to their minority population, the basic Guidance and Career Education tasks do not seem to differ markedly between French and English-language programs.

This section has identified three specific areas of need in relation to Guidance and Career Education for intermediate level Francophones, each of which has implications for professional development: the need for special attention to potential dropouts; the need for appropriate Career Education programs, especially for experiential learning for Francophone students in isolated and non-French-speaking regions; and the need for locally developed French-language resources and materials.

More generally, in a discussion of pre and inservice training for French-language teachers in the transition years, Hargreaves and Earl[239] identify several needs which fill both pedagogical and cultural objectives:

- emphasis on language across the curriculum at the elementary level, to facilitate efficient teaching of French and increased subject competencies;
- stress of the process of learning rather than its content;
- prioritization for career planning;
- expansion of teaching methods;
- recognition of the legitimacy of Franco-Ontarian speech as an "authentic language system."[240]

While these may seem far afield from professional development needs of Guidance counsellors, they are all relevant to the broad role of Guidance in providing an integrative function for the school.

In addition, to support Guidance and Career Education goals, the need for "a core of Francophone officials on permanent staff" at the highest policy levels of the educational bureaucracy is critical to meeting the educational goals for French-speaking students, in Guidance as well as for every subject:[241]

> If equal educational opportunity is to be achieved, the need for a commitment to hiring Francophone officials for particular functions cannot be stressed too much -a vacancy frequently means not lesser service but no Francophone service at all for that function.

Implications

Hargreaves and Earl[242] suggest that, because of the availability of secondary level French-language education, Francophone students in Ontario "now have a better opportunity to have a continuity in the cultural pattern of their schooling than they had before when they were generally obliged to move from one system to another, and often from one language of instruction to another."

Given a commitment of time and sufficient resources at all levels of the educational system, this positive change can be strengthened by increasing the amount and quality of available resources. That there are as many quality French-language Guidance resources and programs as now exist is a demonstration of that resolve.

IV PLANNING AND EVALUATION OF GUIDANCE PROGRAMS

Guidance programs, like any other, depend upon planning and evaluation for their successful realization. Collaboration in planning is important, as a way of facilitating curriculum integration.

Planning for Guidance and career education programs occurs formally, through:

- needs assessment before a program is developed (e.g., surveys);
- establishment of goals, guidelines or standards for a Guidance program;
- development of systematic parameters and/or a theoretical context for a Guidance program within which a particular program is set;
- identification and clarification of the roles of those involved in developing and implementing the Guidance program (e.g., counsellors, teachers, principals, superintendents, parents);
- formal evaluation of the program during (formative) and/or after (summative) its delivery;

and informally, e.g.:

- identification and analysis of Guidance programs within a school or at the Board level (a "head count" alternative to formal needs assessment);
- perception of need;
- exposure to research and information; and
- discussion and sharing of resources and other materials with colleagues and/or students

According to the 1990 Ontario Guidance Survey, two-thirds of Board Guidance heads and three quarters of school Guidance heads consult the professional literature when planning a new Guidance/career education program.

Needs Assessment

Needs assessment, whether formal or informal, is an aspect of planning that occurs with some frequency for Guidance and career education. In St. Clair's review of formal Guidance research studies undertaken in the past ten years,[243] the survey of counselling needs for the middle school learner was an identifiable category of research done with some frequency.

Formal needs assessments often are linked to research about perceptions of Guidance counsellor roles by parents, teachers, counsellors, etc.[244] Needs assessment (for elementary and secondary levels) also focuses on student perceptions of Guidance counsellors in the school.[245]

Formal needs assessment is not common. Only one in five of board level effective programs described by 1990 Ontario Guidance Survey respondents included formal needs assessment. At the school level, the ratio is somewhat higher. (See Table 10.)

Frequency of formal and informal needs assessment of effective programs		
	Boards	Schools
1. The idea of this effective program came about through:		
a. discussion with colleagues	52%	31%
b. discussion with colleagues at the school level	32%	36%
c. attendance at a conference	32%	20%
d. observation at a school	28%	14%
e. discussion with students	8%	25%
f. response to business/industry	4%	10%
g. reading about another program.	20%	13%
2. Assessment of need for this effective program was carried out through:		
a. discussion with colleagues at the Board	40%	29%
b. discussion with colleagues at school	52%	44%
c. discussion with supervisor(s)	40%	30%
d. personal judgement of Guidance coordinator, counsellor or teacher	56%	52%
e. formal needs assessment of students	8%	19%
f. formal needs assessment of parents	0%	4%
g. formal needs assessment of others	4%	3%
h. discussion with students	24%	36%
i. discussion with parents	24%	20%
j. informal needs assessment.	40%	26%
3. Planning and research that occurred to develop the idea included:		
a. discussion with colleagues	88%	39%
b. observation of a similar program in a different setting	40%	25%
c. reading about the idea upon which the program is based	48%	36%
d. investigating theoretical foundations for the idea and its application	28%	20%
e. considering how the idea fits into the goals and objectives of Guidance	60% 40%	48% 33%
f. discussion with students	20%	16%
g. discussion with parents	4%	5%
h. visiting a career centre.		
	Gr. 7/8	Gr. 9
4. This effective program was based on a formal needs assessment.	16% 31%	37%
5. At this school, students are often/always consulted about what they want from the Guidance program.	--- 20%	28%

Table 10

Informal needs assessment occurs through analysis arising from the observations of students and Guidance programs by practitioners and in discussion with colleagues and others. This is not "hard research" nor could it be classified as qualitative research. Yet these observations of student needs for Guidance are an important source for understanding Guidance and career education programs. It is clear that Ontario Guidance coordinators and counsellors depend on informal, not formal needs assessment in the main. Discussion with colleagues and personal judgement are far more frequent than formal needs assessment. When it comes to students - the clients - however, it appears that about one in four to one in five is consulted by the schools, formally and/or informally - there is little differnce in frequency between the formal and informal modes of assessing students' needs. It is notable that programs which schools consider especially effective are considerably more likely to be based on a formal needs assessment.

Goals and Objectives

The need for the development of a theoretical context for a total Guidance program is seen as important to the success of the Guidance program.[246] Fifty three percent of Boards and 82% of schools which responded to the 1990 Ontario Guidance Survey have Guidance programs with written goals and objectives, suggesting some overall context and set of priorities. (See Table 11.)

Overall Planning of Guidance, Board and School Levels

1. There are written and agreed upon goals and objectives for the Guidance Program in this Board/school.

Boards of Education - 53%
Schools - 82%

2. There is a formal process of planning, evaluation and review of the Guidance Program which occurs regularly at the Board/school/department level.

	Boards	Schools	Guidance depts. within schools
for grades 7/8	30%	23%	10%
for grade 9	28%	35%	71%

3. Desired outcomes for effective programs have been written.

Boards	Grade 7-8	Grade 9
56%	25%	28%

Table 11

A developmental approach is defined as including sequential activities from kindergarten through high school. In its recent policy statement, the Canadian Guidance and Counselling Association calls for a "broad developmental orientation" in providing counselling services. The evidence from the 1990 Ontario Guidance Survey of a developmental orientation in Guidance is mixed, at the board level. (See Table 12.) Thirty-nine percent of the respondents claim their Guidance program is fully continuous from grade 8 to 9. Another 30% say it is partly so. But from grade 6 to 7 only about 15% claim full continuity. (This may reflect Ministry guidelines which are not continuous from grade 6 to grade 7.) Written curricular materials addressing the four aims of Guidance in a continuous, developmental way are available for all Guidance programs in one quarter of boards, and for a few of the programs in another 30%.

Sequential Program Planning: Board Level

1. We have developed our Guidance Program to be continuous from:

	Yes	No	To some extent but not fully	No response
grade 6 to 7	15%	30%	20%	35%
grade 7/8 to 9	39%	14%	30%	17%
grade 9 to 10	29%	24%	21%	26%

2. For each of the four aims of Guidance, written materials are developed from the curricula of the preceding division (from primary to junior, junior to intermediate, intermediate to senior).

yes, for all or most of our programs - 24%
yes, for a few of our programs - 30%
no - 30%
no response - 21%

Table 12

At the school level, strong linking between elementary and secondary Guidance programs occurs in about 40% of the schools. Guidance curriculum specific to grade level is available in 90% of schools at the grade 7 and 8 levels, and 54% of schools at the grade 9 level.

The establishment of goals, guidelines or standards for a Guidance program is a planning process that involves the identification of outcomes and objectives, activities and required counsellor competencies. The process assumes a level of planning that often happens theoretically[247] through the identification of components such as "rationale, assumptions, Guidance curriculum, individual planning [for all students], responsive services and system support [including management/administrative activities]."[248] Typically in such scenarios, Guidance is seen as an integral part of the total educational program of the school, with planning an essential process to ensure congruency with the total school program.

Using the application standards and guidelines for planning, a study in Simcoe County, Ontario,[249] identified seven questions to guide a review of Guidance services based on the guidelines established by the Ontario Ministry of Education in Guidance 1984. These questions considered implementation of the key requirements of Guidance 1984; the match of Guidance services to expectation; the allocation of available resources; the impact on and use of computer technology for the delivery of Guidance services; pre-service and in-service training needs; public documents about Guidance; and school responses to emerging needs for Guidance services. In focusing on requirements, gaps, commitment, technology, training, communication and responses to change, the

Simcoe study has identified seven key planning elements. Based on the findings derived from these questions, the authors take planning one step further by developing a timeline action plan for implementation of several of the recommendations.

Guidelines for the development of curriculum are seen as central to planning for Guidance. The infusion approach to curriculum development is deliberately placed by Raymond[250] in the context of Guidance program planning goals and objectives, while Lang[251] sees Guidance curriculum as the most important link in the creation of a "whole school Guidance curricula."

Collaborative Planning

At the school level, in response to an often heavy demand by students for counselling, the work of Guidance counsellors can become reactive.[252] Rather than being able to identify and anticipate student needs, departments may "tend not to establish priorities," instead allocating "much of their time to students who come to them with personal problems and requests for help in preparing applications for post-secondary educational institutions."[253] If there is a lack of clarity in departmental organization, this may create problems in the identification of individual counsellor roles, with the result that "everyone in the department tries to do a little bit of everything."[254]

Jenkins[255] organizes planning for Guidance programming into "internal articulation" of Guidance services with other divisions of the school system and "external articulation" with business and industry, higher educational institutions, and local government, community agencies and professional organizations. External articulation is especially useful for assistance with career awareness and exploration, job preparation and placement opportunities. Thus, a Guidance program with a strong emphasis on career education should include in its planning systematic communication and links with people and institutions that have access to the workplace.[256] In programming for the transition years, the emphasis for these links is on exploration and awareness (e.g., work site visits, university/college visits, discussions with workers) rather than job experience, as most students are not developmentally ready for work.

Crabbs[257] outlines four stages of planning for individual counsellors: a self-inventory of present knowledge, competencies and skills, including identification of goals and action plans; identification of available resources, such as written material, personnel and facilities; strategic planning involving the prioritization of program alternatives into "probable activities," "possible activities" and "fantasy/dream activities"; and the development of action plans based on those priorities.

At the community level, collaborative planning can include outreach from the school or Board Guidance program to the community. In his analysis of the effectiveness of establishing a working Guidance Advisory Committee representative of the school and community (including parents, post-secondary institutions, the Board of Trade and Chamber of Commerce), Leroy[258] found concrete gains in program (creation of a clearly defined K-13 developmental Guidance program, endorsement of peer helping programs); in staffing (establishment of more favourable counsellor-student rations, funding for professional development,a additional support services); in resources (funding for intervention programs, use of computers for timetabling and other administrative duties); and in policy support (Board endorsement of Guidance objectives and activities, revision of evaluation documents to include counselling, establishment of Parent Advisory Committees for every school).

The need for consultation with and involvement of the community in the development of Guidance programs is seen as an essential step in giving those outside the school ownership of and commitment to the program. Such support creates valuable attitudinal and practical benefits, especially in relation to career education because of the interest in involving business and industry in work experience and job shadowing programs. However, it also has implications for parental involvement and could be a factor in the development of increased Guidance services at the elementary level.

Except for career centres (which most Boards do not have), most board- and school-level Guidance programs do not include the outside community in collaborative program planning. (See Tables 13 and 14.) Furthermore most respondents, in board offices and schools, did not see a strong need for more contact with business and industry as a basis for program improvement in the transition years. (Refer to Table 7.)

At the system level Burns[259] persuasively discusses the need for identification, clarification and formal development of the roles of those involved in developing and implementing the Guidance program (e.g., supervisory officers, principals, trustees, internal resource personnel, teachers and counsellors) to establish levels of aspiration, develop policy and establish structures through which "people throughout the board and community work and deal with one another, in a coordinated and co-operative manner."

Collaborative Planning: Board level Guidance Program

Collaborative planning for the Guidance Program depends heavily upon:

	Gr. 7/8 Program	Gr. 9 Program	Most Effective Program
Guidance personnel at the school level	58%	75%	88%
teachers	70%	53%	72%
a career centre	12%	18%	
school administrators	52%	50%	20%
students	29%	35%	44%
parents	23%	18%	16%
members of the community	23%	23%	12%
Board level personnel: Social Work/Psychology	21%	21%	
Board level personnel: Special Education	26%	29%	
Board level personnel: ESL	9%	11%	
Board level personnel: Co-operative Education	15%	35%	
Board level personnel: Other Curriculum Areas	17%	23%	
Board level personnel: Staff Development	17%	21%	
Board level personnel: Research Services	3%	5%	
Board level personnel: Supervisory Officers	36%	30%	
Board level personnel: other	9%	6%	

Table 13

Collaborative Planning: School level Guidance Program

In this school, collaborative planning for the Guidance Program depends heavily upon:

	Total Gr. 7/8 Program	Most effective Program, Gr. 7/8	Total Gr. 9 Program	Most effective Program, Gr. 9
Guidance counsellors	33%	42%	96%	93%
teachers	84%	66%	63%	63%
social workers/psychologists	18%	13%	46%	15%
school administrators	18%	36%	74%	40%
Board level personnel	26%	28%	30%	12%
students	31%	24%	49%	48%
parents	19%	12%	23%	12%
members of the community	13%	14%	20%	9%

Table 14

Planning of Board- and school-level Guidance programs typically involves considerable collaboration. At the board level, there is extensive involvement of school-level staff (counsellors, teachers, administrators) but much less of other board-level staff. (See Table 13.) The progams boards described as being most effective show similar patterns of collaborative planning with three differences: even more involvement of school counsellors and teachers; more involvement of students; and less involvement of school administrators (Table 14).

A small Board Career Centre hosted a Career Connections Fair for all grade 8, co-operative education, selected Grades 10 and 12 and adult students. A committee of twenty organized over 100 exhibitions, displays, workshops and speakers for the 3,000 students who took part. There were classroom activities for teachers to use with their students prior to the event, resources were readily available for all who attended and an evaluation from students and staff clearly indicated the success of the event. A theme which pervaded the day was the importance of continuing studies in Mathematics and Science. The theme was reflected in the number of speakers in jobs that require those subject and in the resources made available.

School-level collaborative planning depends mainly on teachers, school administrators, and students at the grade 7/8 level, and on counsellors, teachers, school administrtors, social workers, pyschologists, and students in grade 9. At the grade 7/8 level, the most effective programs are more dependent on counsellors and correspondingly less on teachers. At the grade 9 level, somewhat surprisingly, the most effective programs show less extensive collaboration at the planning stages. (See Table 14.)

In most boards where there is a regular program review cycle for the board's Guidance program, supervisory officers are formally involved. (This is particularly true at the grade 7/8 level.) It is less common, however, when new Guidance programs are being planned. In the latter case, at both the 7/8 and the 9 level, supervisory officers are not involved in two-thirds of cases. Neither are other centrally assigned staff, such as social workers, psychologists, subject coordinators, researchers or staff development personnel. (See Table 13.) On the other hand, when especially effective board or school level programs are being described, it is not unusual for respondents to credit centrally assigned non-Guidance personnel with the original concept on which the program is based. (Refer to Table 10.)

Collaborative planning is also encouraged at the Provincial level, with support for joint, shared approaches to the development of resources and curriculum and for inter-provincial sharing of information and materials.[260]

Research and Evaluation

The identification of research needs relevant to Guidance can contribute to Guidance programming in several ways: for example, through surveys of perceptions of roles and program effectiveness. Research can also identify topics and issues of concern; student populations that need to be served; and program effectiveness, including techniques and strategies.[261] Generally, the proportion of articles discussing research on intermediate level Guidance in comparison to those providing analysis of opinion and reports on programs is low. The lack of research on middle school counselling has been studied by St. Clair,[262] who found, in a study of research done in the ten year period from 1979 to 1989, that there were fewer than 40 reports on Guidance in middle schools. Of the research conducted, 25% were surveys of counselling needs and effectiveness, counsellor role perception and the effects of counsellor-inherent variables on the counselling process. The remaining 75% were studies of the specific effectiveness of counselling programs or techniques in working with behaviour, affect, imaging, cognition and interpersonal relations.

Raymond[263] discusses the role of research in helping to identify theoretical models upon which to develop career education programming, pointing out that no research is available showing how career education programs evolve from career development theory. This lack of a theoretical basis for planning may impact negatively on achieving consistency and a developmental flow in the Guidance continuum, K-12/OAC.

The Canadian Guidance and Counselling Association[264] suggests that "...a shift in orientation to carrying out counselling research will be required" in response to the growing emphasis on a developmental approach to Guidance services; this "paradigm shift ... is a focus on 'human science' in which so-called 'qualitative' research methodologies are emphasized that permit the direct exploration of human experience in a counselling context. The balanced and judicious use of both quantitative and qualitative research methodologies could contribute significantly to a better understanding of counselling process and outcome..."

This focus is in direct contrast to traditional survey research. A combination of qualitative and quantitative methodologies is especially effective in the work of Alan King.[265] Although King does not focus primarily on Guidance, his findings give to Guidance an increasingly centralized role in creating an effective school environment.

In discussing different forms of evaluation in relation to career education, Watts[266] distinguishes between norm-referenced assessment of achievement (comparing students with each other) which promotes the importance of external criteria, and criterion-referenced assessment (evaluating areas of individual strength and weakness), which because it is internal, encourages feelings of ownership of the achievement.

The need for regular evaluation is perceived by some planners as an integral component of a systematic planning process, both centrally (as a board thrust) and in the school (as part of the school program).[267] However, practitioners may not always agree. A study[268] of counsellors who ranked their various school roles (not including administrative and clerical), showed evaluation and followup of students as the third lowest item out of 40 possible roles. This finding is supported by a 1979 study in which counsellors ranked "local research" (including followup of students and Guidance systems evaluation) lowest of 14 elementary level counsellor roles for both ideal and actual activities.[269]

According to Lombana:[270] "It is no secret that school counselors have resisted efforts to systematically plan, implement, and evaluate their Guidance programs." However, she correctly notes, accountability for this does not necessarily lie solely with the counsellor, who, Lombana believes, is too often blamed for the results of lack of planning:

> It is likely that counselors have resisted program planning efforts primarily because most of the models available to them have been confusing or inappropriate for school situations.[271]

Evaluation of Effective Programs

1. This effective program is evaluated in its effectiveness for students using the following criteria:

	Boards		Schools	
	Formally	Informally	Formally	Informally
evidence of increased knowledge and understanding of content	16%	60%	18%	51%
evidence of increased understanding of the career planning process	12%	48%	11%	40%
evidence of increased information and skills for educational planning	8%	40%	14%	41%
evidence of a more positive self-concept	20%	44%	9%	61%
evidence of a more positive attitude toward school	4%	36%	10%	56%
evidence of improved attendance	8%	16%	13%	26%
evidence of improved participation in the classroom and/or school	0%	20%	11%	43%
evidence of improved behaviour	12%	24%	11%	44%
evidence of improved relationships with others	8%	24%	10%	50%
evidence of improved academic performance	12%	20%	14%	33%

2. This effective program is evaluated using the following methods:

	Boards		Schools	
	Formally	Informally	Formally	Informally
written student reports/responses	56%	20%	31%	27%
oral student reports/responses	16%	68%	17%	61%
written staff reports/responses	28%	12%	11%	16%
oral staff reports/responses	12%	60%	6%	40%
parent reports/responses	12%	40%	5%	31%

Table 15 (part 1)

3. Students are routinely surveyed regarding the effectiveness of this effective program in terms of their own goals and objectives for participating in it.	Boards	Schools
Always	16%	13%
Usually	24%	27%
Sometimes	36%	34%
Almost never	8%	18%
4. Evaluation of this effective program:		
occurred and necessitated revision of program	68%	32%
occurred without indicating need for further revision	16%	23%
has not yet occurred	12%	31%

Table 15 (part 2)

Most programs described by our respondents as effective do not include formal evaluation of effectiveness for students. Informal evaluation is much more common. (See Table 15.) At the board level, for example, evidence of a more positive self-concept is measured informally twice as often as formally; and evidence of increased understanding of the career planning process is evaluated informally four times as frequently as it is formally evaluated. The ratios of formal to informal evaluation at the school level are similar. At the school level too, it is rare for program deliverers to formally assess changes in students' knowledge, understanding, self-concept, attitude to school, attendance, participation, academic performance, or interpersonal skills as indicators of program effectiveness. Any kind of formal solicitation of oral or written feedback from students, staff, or parents is unusual, with the exception, rather surprisingly, of board-level solicitation of written student response to special programs.

Nonetheless, almost three quarters of respondents assert that their program is important and effective because it provides successful outcomes for students. Presumably this conclusion is arrived at mainly through informal observation and anecdotal feedback from students and staff.

Strategies for Planning

This discussion of planning assumes support for the development of priorities and encouragement of collaboration and integration. To this end, Herr and Cramer[272] have developed a five stage planning model using a systems approach:

- develop program rationale and philosophy, through review of research and theory, needs assessment, identification of target population, gap analysis of the program;
- specify program goals and individual behaviourial objectives;
- select alternate program processes;
- develop an evaluation design, including summative and formative procedures;
- identify implementation timelines.

Another model is provided by the CRDI cycle of curriculum management (Curriculum Review, Development and Implementation):[273]

- **Review**: the systematic gathering, analysis, and interpretation of data about the quality of a school program and student achievement (to make decisions about the achievement of goals);
- **Development:** creation and updating of programs in the context of student and societal needs (to develop or refine policy, programs and guidelines);
- **Implementation:** classroom practice and actual learning experiences.

This model is implemented in about one-third of board Guidance programs, and in those boards is carried out in cycles between one and five years, with the annual cycle being most common. At the school level one third of secondary schools and just under one quarter of elementary schools include Guidance in school-wide CRDI every one to five years. But almost three-quarters of secondary Guidance departments engage in CRDI at the departmental level regularly.

The intent of this model is to ensure that the implementation of curriculum guidelines is considered at the program planning stage rather than merely evaluated after the fact of implementation. The CRDI process is a cycle because each stage is inter-related. In its application, it deliberately "encompasses a wide range of involvement, from the broadest level, society in general, to the most particular, the individual learner."[274]

In another model for planning and evaluation, a Guidance Renewal Program implemented in an Ontario board of education involved Guidance heads and assistant heads in workshops "intended to enhance the development of counsellor skills and develop ways of making the Guidance program more effective"[275] through opportunities for reflection and sharing, exploration of strategies for "clarifying and negotiating effective roles" within the school and development of a goal-setting and planning context.

Morris,[276] in promoting a "consistent and effective pressure for accountability in Guidance and counselling," creates a more concrete, "user-friendly" approach to planning and evaluation, using a series of deceptively simple questions:

- what do I do and why?
- what don't I do and why?
- how do I know what I am doing is working?
- how do others know what I am doing, why and how I am doing it and how well it is working?

Whether the approach is formal (following the Herr and Cramer or CRDI models) or informal (using Morris's questions), the literature on Guidance and career education programming supports the need for a process that includes systematic needs assessment, program planning and evaluation.

In discussing planning considerations, Herr and Cramer[277] quote the American School Counsellors Association (1977) contention that "orientation to junior and senior high schools, educational placement, career development, and group activities to promote greater self-direction, particularly in the value formation and decision-making, are all areas with special implications for the middle/junior high school counsellor. Obviously," they go on to state, "such experiences must be **planned and coordinated**" [emphasis added].

Given the importance of planning to effective Guidance programming, it is essential that it be perceived in a realistic context:

> It is absurd to expect that the already overextended counsellor can take on program planning, structuring,

> implementing, and evaluation responsibilities unless the counsellor has an opportunity to reorder priorities and to effect some trade-offs. ...counsellors can no longer expect to be sole deliverers of career Guidance; rather they must be managers, studying and interpreting the experiences and needs of their clients and drawing on all the human and material resources within the community.[278]

The implications of a planning perspective, then, demand that the Guidance counsellor's role be examined carefully within a framework of learners' needs and the content and delivery of the Guidance and Career Education curriculum.

V PROGRAM DELIVERY

A. THE PROGRAM DELIVERERS

1. Guidance Counsellors

Characterizing Guidance counsellors as an "experienced, sophisticated group, who tend to be realistic and pragmatic," Clemens and Levi[279] cite the need for counsellors, "[many of whom are] in mid-career, ... to guard against the possibilities of inflexibility, unhealthy scepticism, and adopting a maintenance rather than a growth stance to their professional commitment." Guidance counsellors'concern with the notion of role may result from their sometimes misunderstood place in the school. The potential for Guidance to play a central role in the school, as a bridge between the academic and affective/social/devlopmental experiences of students, is a persuasive argument for both defining the Guidance role clearly and keeping it flexible enough to serve the total school.

Among criteria for effective, exemplary programs for Guidance and career education, the role taken on by the Guidance counsellor is central: it affects the balance of focus for the entire Guidance program. To a great extent the Guidance counsellor's perceived role defines what programs will be provided.

Lang[280] recognizes the need for Guidance "specialists" to take on "political roles to facilitate wider school developments." Bailey et. al.[281] define the role of Guidance counsellors in providing a "positive school environment" as a more desirable goal than intervention, testing and counselling activities. King[282] considers the school Guidance department as the "centre of all student program planning and monitoring in the school. It is in the Guidance department that the pieces that make up a school can be drawn together in a meaningful whole." Griggs[283] believes that Guidance counsellors "belong at the hub, not on the fringe, of the educational endeavour. ...we as counsellors must assume the leadership role required to focus teacher's emphasis away from class/group concerns and toward consideration of the unique strengths of each youngster. Indeed, we counsellors have the key to improving education by applying our knowledge and skills to the instructional process as well as in the areas of human development and actualization."

Considerable research and concern has been spent on clarifying the Guidance counsellor's role. The role is important because it implicitly defines what specific programs will be provided under the aegis of the total school Guidance program. Confusion about role appears to come from:

- multiple role definitions, with an accompanying concern about where the focus of Guidance should be (e.g., especially, individual counselling/issues versus career education);

- expectations of administrators, teachers, students, parents and of Guidance counsellors themselves who comply with these multiple role definitions even though they are unrealistic;

- the role of the Guidance program in the context of the school;

- the role of Guidance in an information age in which the kinds of information available are complex; in which some knowledge is quickly outdated; in which expectations of the education system are changing and somewhat unclear;

- the lack of congruence between what OSIS and Guidance 1984 mandate and what schools and Guidance departments can actually do (e.g., the need to spend a disproportionate amount of time on timetabling, school calendars and other administrative duties); the lack of resources for teachers to implement career education adequately.

There is agreement that Guidance counsellors should function as **Consultants** who are a resource to teachers and administrators[284] and as **Coordinators**, providing referrals for students to other agencies and institutions for intervention.[285]

There is also agreement that Guidance counsellors should appropriately facilitate the **Career Education** process, with a role for example, in developing integrated curriculum about careers and career readiness skills.[286]

Although the Guidance counsellor's role in **Curriculum Development and Delivery** is not considered in the literature in great detail (perhaps because it is viewed as a relatively new function), that role is seen as legitimate by most[287] authors.

Most agree that Guidance counsellors should provide **Counselling** on both personal and career related issues. However, many believe there should be a shift in emphasis from individual counselling to work with groups; for example to help students deal with bullying or to present job search and interview skills.[288] Group counselling is more preventive in nature and also permits the Guidance counsellor to be involved productively with more students.[289]

Group work is seen primarily as prevention oriented but can also provide an intervention or crisis function; for example, in dealing with depression or substance abuse.

A comparison of research, much of it empirical, on perceptions of the Guidance counsellor's role by five different groups (students, teachers, school administrators, parents and Guidance counsellors) shows the following results:

- **Educational Planning**, including both short term course selection and long-range planning, is consistently ranked as the first or second most important function of the Guidance counsellor by all groups, although its direct link to career planning is often unacknowledged;[290]

- **Career Planning and Counselling** is seen as a very important function by students, teachers and parents, who rank it considerably higher in importance than do Guidance counsellors;[291] the most frequent inservice training need seen is for current career information;[292]

- Assistance with **Social Skills and Needs** is ranked very high by Guidance counsellors, teachers and administrators and relatively low by students and parents;[293]

- **Personal Problems**, including referrals to agencies, present the most inconsistent picture: Guidance counsellors and administrators rank these very high; students and parents rank them very low; and teachers are mixed, some studies giving high ranks, others low;[294]

- Guidance counsellors feel they spend too much **Time** on administrative tasks.[295] While recognizing the necessity to do such tasks, they believe that administrative work significantly takes away from the substance of their work with students. One counsellor, describing administrative and clerical work routinely done although it is unrelated to the Guidance function, believes it is assigned on the basis of: "...if we don't know what it is, it must be Guidance."[296]

These studies demonstrate the confusion with which the Guidance counsellor's role is often perceived. King[297] contrasts two "separate and distinct" functions for Guidance counsellors as represented in their title. Guidance counsellors provide Guidance, through information and instruction about courses and career selection; and they provide counselling for students (individually or collectively) with personal problems. It is this dichotomy that causes, in King's opinion, the confusion of role and creates an imbalance in the implementation of the two functions.

In a conversation with American School Counsellor Association leaders, Bailey[298] found mixed opinions regarding the role of

Guidance counsellors as educators or mental health professionals. Most of the leaders, reports Bailey, believe that the best representation of the Guidance role includes both functions: "Elementary schools are educational institutions in which mental health issues and affective education are emphasized by the counsellor."

Discussing school Guidance in New York City, expert practitioners point to the "drastic" changes in counselling since the 1960s[299] caused by the need for Guidance counsellors to provide social services to students (e.g., for substance abuse, depression, teenage pregnancy, family stress). However, providing such services should not, in their opinion, negate the need for traditional educational and career counselling.

Aubrey agrees:[300]

> Counsellors are also in a prime position to enter the curriculum in areas such as problem solving and decision making, knowing one's aptitudes and interests, substance abuse, women's issues, career education, human relations training, ethics and citizenship, and many other areas.... If counselling is truly linked with knowledge of human development, the power of counselling interventions would significantly increase. I suggest that over time there are seven areas of expertise that counsellors could master (and is some cases they already have) that would make them invaluable in schools: knowledge of human development, career development, groups, learning theory, school climates, human ecology, and human relations skills.

In summary, there is a strong emphasis in the literature on the role of the Guidance counsellor and the need for clarification of that role. Confusion is sometimes expressed about what duties should be undertaken by counsellors in relation to what is demanded, which is also reflected in the themes discussed earlier about planning. There is agreement generally, however, on the "multiple C" definition of the Guidance counsellor's role:

- Guidance counsellor as **Counsellor** (involved in both intervention and prevention activities, using primarily group activities);

- Guidance counsellor as **Consultant** (working with teachers and administrators to develop programs across the curriculum);

- Guidance counsellor as **Coordinator** (providing referrals to other agencies and services for students with social and personal problems, liaising with sending and receiving schools, e.g., for transitions);

- Guidance counsellor as **Curriculum Specialist** (providing information; facilitating curriculum integration, including writing curriculum; teaching, often in a team with a subject teacher).

The fifth 'C', **Career Education**, presents a mixed picture. The need for current information about careers, the changing job market and related areas is felt by everyone, including Guidance counsellors, as a central concern.

> A career centre in a small urban board is beginning a unique program this year to improve teachers career planning strategies. Every teacher responsible for the delivery of the Guidance program in grades 7 and 8 and every secondary school Guidance counsellor will take part in three workshops for one half day each in small groups. The first session will familiarize the participants with the career centre resources and services; the second session will look at interest inventories and how they may be used in the career planning process; the third session will be about how to start a mini career centre at their own schools. Each school will be given a starter kit to begin this process. There has been a lot of board support for this in-service, including the provision of supply teachers to cover classes in the senior elementary schools. This program will be addressing the needs and concerns of those delivering Guidance programs with resources, ideas, information and strategies when working with students in their career planning process.

The diversity of roles that Guidance counsellors take on and the need to clarify those roles are born out by the 1990 Ontario Guidance Survey. Board level Guidance personnel such as the Coordinator or Consultant (or Supervisory Officers in charge of the board's Guidance program) were asked how their time is divided among administration, consulting, coordination, and curriculum development and delivery. The average time expenditures were:

- administration - 32%;
- consulting - 22%;
- coordination - 23%;
- curriculum development - 12%;
- curriculum delivery - 11%.

One third of respondents said that the Guidance program would be stronger if they could apportion their time differently.

Similar results were reported in a Toronto study six years ago. See Chart 4.

*20% of Guidance counsellors believed "too little" time is spent in most services within 9 out of 10 major guidance service areas. Almost 25% of the counsellors believed "too much" time is spent on providing services to staff and administrative duties.

*Junior, Middle School and Secondary Guidance Counsellors and Teachers, a Metropolitan Toronto Board (Forsyth, et al., 1984).

CHART 4: COUNSELLOR'S USE OF TIME

In Ontario in 1990, most elementary schools do not have any full-time Guidance counsellors. Among our respondents at the Grade 7/8 level, only 9% of schools report one or two full-time Guidance counsellors, and an additional 21% have one or two part-time counsellors. The remaining majority of elementary programs (nearly two-thirds) depend entirely on teachers and administrators to deliver the Guidance program.

At the secondary level, 87% of the schools have full-time Guidance counsellors. Almost as many schools have full-time Guidance Heads. Some 13% of Grade 9 programs are in secondary schools which have no full-time Guidance staff. However, one-third of secondary schools which responded to the survey have only part-time counsellors - and the number would likely be higher among non-respondents to the survey.

When asked how much time Guidance staff spends on administration, 41% of elementary school respondents said none -- reflecting the fact that Guidance is delivered by classroom teachers more than any other group, at the Grade 7/8 level. The average amount of time spent on administrative work by elementary Guidance staff is 15%. However, fewer than half (40%) agree that "for the most part, Guidance counsellors in this school feel their role in program delivery is what it should be." And more than a third think the Guidance program would be improved if they were free to use their own time differently.

At the secondary level however, only one individual out of 310 reported spending no time on administration. The average amount of time reported for administration by secondary Guidance counsellors is 33% - one-third, or the same portion as Board-level Guidance staff. Half of the secondary people we heard from would like to apportion counsellors' time differently. Still, 70% feel that Guidance counsellors in their school usually feel satisfied with their role in program delivery.

Two-thirds of both elementary and secondary respondents believe their Guidance program would be improved the most by increasing the number of full-time trained Guidance counsellors. Their other major wish is for more in-service training, such as:

One small Ontario board has developed an innovative way to develop the Guidance program in grades 7 and 8. What began as an after school session has evolved into a half-day Professional Development In-service during the last week in August. Two separate half days are provided for 35 grades 7 and 8 teachers respectively. Teachers go over their Guidance programs, review the community programs available, assess the resources available in the Board and the community, share ideas for lessons, and preview resources available in the media centre. The board reports that every year the Guidance program is further developed based on these sessions and the networking that takes place allows for improved communication both between the board and schools and between the schools themselves. The focus of the sessions is on career awareness and after several years of increasing the importance, profile and credibility of the Guidance program, a brochure has been developed.

A career centre in a small urban Board has developed an innovative way to keep Guidance Counsellors up-to-date with current trends and information. Every four months a Guidance counsellor from a school comes to the career centre and becomes part of the career centre staff while his or her place at the school is filled by the itinerant counsellor. (The board established an additional itinerant counselling position at its career centre.) Each school is required to name one Guidance counsellor to take part. In this way, Guidance counsellors receive both professional development and updating about career information resources and career assessment tools.

In-service training is provided by boards and schools to Guidance counsellors. Respondents to the 1990 Ontario Guidance Survey did not describe an abundance of such opportunities, however. When asked how frequently (a) experiential and (b) formal in-service opportunities are offered to and are participated in by (a) grade 7/8 and (b) grade 9 Guidance counsellors, the average response to both types of in-service at both grade levels was much closer to "sometimes" than to "often". This was true for in-service in all major areas (transitions, drop-out prevention, career counselling and information, development of self-concept, etc.). In the case of schools' reported effective programs, a bare majority (51%) of program-deliverers are in-serviced in advance. When asked what changes would most improve their overall Guidance program, more in-service training was high on the list. Board- and school-level Guidance staff placed it second out of 17 options preceded by "more full-time trained Guidance counsellors." About half chose "more in-service training" while about two-thirds chose "more full-time Guidance counsellors."

The Career/Life Planning Program is a two-day experiential workshop delivered to every secondary school Guidance counsellor in a large urban Board. It was jointly developed by the board's Guidance and counselling Services, the career centre, Guidance counsellors and an external consultant. The objectives of the workshop are to examine and share strategies, resources and activities for working with students; to receive information and readings about career/life planning; to learn about different approaches for developing programs in schools; to develop skills and strategies for working with different student populations; and to learn how future trends in population and job demographics will increasingly interact with occupational choices. Ways of bridging career/life planning throughout the curriculum is a major theme of the workshop and the board is currently exploring a model for extending this in-service to classroom teachers. The activities of the workshop are designed to model teaching methodologies which are easily transferable to a school setting. As part of developing the workshops some interesting process components were used:

- As part of establishing outcomes and a context for the workshops, a questionnaire was developed and sent out to all Guidance Counsellors. Survey results were incorporated into program development.
- A student survey was developed and carried out to identify students' values and attitudes towards work and the Guidance process.
- Further direction was provided through a pilot workshop with fifteen participants who contributed extensive evaluation and feedback.
- The evaluation process included participants' written evaluations, and planning team evaluation. The external consultant facilitated the review process for overall evaluation.

While the role of Guidance has been broadened and expanded in an important and challenging way in the years since most Ontario Guidance counsellors were trained, our respondents appear to be saying that on-the-job retraining is inadequate and the time spent on administrative tasks in secondary schools is too high.

2. Teachers, Parents and Other Community Members

Guidance programs, especially for the middle school grades, are increasingly being delivered by non-Guidance personnel, including a variety of educators within the system as well as numerous people external to the school who have expertise in specific areas relevant to career education.

From within the school, people who work to organize and deliver components of the Guidance and career education programs for early adolescents include:[301]

- Department heads and teachers (who refer students to specialized help and who act as advisors);
- Administrators (whose support of a total school Guidance program is essential for an effectively integrated program;
- Paraprofessionals and clerical assistants (who assume routine tasks in record keeping, scheduling and similar activities);
- Students (who contribute as peer helpers); (see Section 3, below)
- Other staff (such as aides, consultants, social workers, psychologists and nurses, who provide support services and resources).

Table 16 illustrates the involvement of these parties in collaborative delivery of effective Guidance programs in Ontario schools, according to the 1990 Ontario Guidance Survey.

Delivery of Effective Program, School Level

Assistance in delivering this effective program is provided by:

	grade 7/8	grade 9
full-time guidance counsellors	18%	83%
part-time guidance counsellors	23%	68%
home-form teachers	35%	27%
teachers	51%	59%
administrators	24%	38%
peer counsellors	5%	27%
peer buddies	7%	20%
social workers/psychologists	8%	18%

Table 16

In an attempt to prevent students from dropping out of school, a large secondary school developed a Care For A Kid program. Teachers volunteer for the program. One of the most important aspects of the program is how teachers perceive themselves. "Counsellors don't have the license on caring. Teachers are the key and have to be told so." The school acknowledges that administrative support and involvement is crucial. All three administrators at the school are involved. In fact, the school reports that the principal had the same student (a former dropout from a neighbouring high school) for three years. Upon graduation the principal was quoted as saying "I am convinced that without this intervention this student would be a dropout." The Guidance department co-ordinates the program and provides information about the students identified at risk and organizes a breakfast meeting where strategies for working with the students are brainstormed, summarized and returned to staff. At the end of the year there is a statistical check regarding the progress of the students. The program is simple, teachers have very little paperwork to monitor, yet remain on task with a few reminders and feedback about student progress.

People who contribute from outside the school system include:[302]

- Parents (who are among the most influential sources of information and who exert pressure on students in making educational career choices) should be included as part of career education activities wherever possible; parents can also contribute as visiting experts to discuss and model careers;

- Volunteers from the community (who can serve a number of functions, including leading discussions about careers, organizing and/or assisting with field trips);

- Agency personnel and other professionals (for referrals of students with serious problems as needed and to assist with handling crises in the school, for example in the aftermath of a student suicide);

- Educational professionals from government and universities (who can serve on planning committees and provide support and validity for the need for elementary level Guidance counselling).

A small senior elementary school with one grade 7 and one grade 8 class provides a simple but creative Career Awareness Program. The teacher responsible for delivering the 20 hours of Guidance instruction has extended the program to include a speaker a month for each class. There are two unique features to this particular program. Firstly, every attempt is made to reverse the traditional roles. For example, guest speakers have included a male nurse, a female paramedic, a female pharmacist, etc. Since the community is small, it is not always possible to find speakers who have non-traditional jobs but every attempt is made to do so as the school feels it is important for boys and girls to see different role models. A second unique feature of the program has to do with the small size of the school. Since there are only two classes, each student hears from every speaker and develops an awareness of occupations in which they may not necessarily have been interested. In larger settings, students may pick and choose their career speakers and tend to select those occupations they already know something about. In this school, all girls heard a presentation from the mechanic even though many of them may not have selected that speaker.

Formal Guidance programs and support structures which utilize non-Guidance personnel for career education include:

- Guidance advisory committees, composed of representatives external to the school (e.g., from the Ministry, parents, Home and School Association, post-secondary institutions, Board of Trade) and internal (trustees, teaching staff, administrators, students) to review and make policy recommendations for

Guidance programming;[303]

- Teacher advisory programs, which provide teachers with basic counselling skills to give students individual attention while assisting them with their affective needs.[304] A primary barrier to these programs is teacher resistance, caused in part by their perception that being an advisor is solely a counsellor's job as well as by their lack of confidence in their ability to perform the tasks involved. In one study, however,[305] teachers' perceptions of their effectiveness in an advisory capacity before and after training increased considerably.

- Mentorships: the need for every student, to have an "assured and regular relationship" with an adult is recognized as an important part of the school experience.[306] This is especially true for the student who is potentially at risk of dropping out of school and for students at the late elementary level who are coping with change in every aspect of their life. While many articles describe the use of mentoring at the secondary school level,[307] there appears to be less use of similar programs with early adolescents. Mentors from colleges and universities, intergenerational programs, older students and educational staff can work effectively with intermediate level students to achieve a variety of goals for meeting career education objectives and improving communication, self-esteem and academic achievement.[308]

In the 1990 Ontario Guidance Survey mentoring was described as a program delivery strategy in effective programs by a few boards (four, or 16% of the 25 which described an effective program) and by 4% of the schools which described an effective program.

Especially for career education, links to business, industry and higher education have provided an important adjunct to the Guidance program.[309] Rated highly by students, activities such as field trips, job shadowing, cooperative education, mentorships and visits to educational institutions are particularly effective ways for students to learn experientially about possible future options. These activities are beneficial for middle school children so long as they are not too focused on one career area. The principle of broadening the students' focus must remain primary.

Some schools establish advisory committees composed of business, industry and educational representatives to support

Guidance programs.[310] While these usually function at the secondary level, their extension to grades 7/8 would be beneficial.

A critical task for Guidance counsellors, then, is to provide opportunities for "cooperative guidance ... mobilizing everyone who can contribute to the student's understanding of the world of work"[311] and to meet their related affective needs.[312] In doing so it is important to heed Squires' caution that middle school students' "expressed career interests can be swayed by the personality of the presenters and the methods of presentation."[313] How Guidance is presented and who delivers it are critical to its effectiveness.

As discussed above (Chapter IV) The 1990 Ontario Guidance Survey results indicate that many Ontario boards and schools do develop and deliver Guidance programs in a collaborative fashion.

Internal articulation (within-board and school) is high, especially at the school level. External articulation (involvement of the outside community) is low.

Forty-seven percent of elementary respondents and 38% of secondary respondents to the 1990 Ontario Guidance Survey report that teachers in their school are satisfied with their role in the delivery of Guidance.

3. Peer Programs

Peer programs are programs which link students with other students in a helping role, promoting personal and academic growth through positive relationships, empathy and knowledge transmittal.[314] "Peer helping is friendship training."[315] It is not designed to develop "little counsellors, teachers or psychologists"[316] but rather to:

- create a supportive and caring environment which reduces fears;[317]
- promote a positive school experience by increasing a sense of school spirit, ownership and personal and academic accomplishment;[318]
- provide opportunities for social and cultural adjustment and facilitate multicultural peer networking;[319]
- encourage independent problem solving and decision making;[320]
- promote self-exploration, values clarification and "affective wellness."[321]

Peer helping is now considered an integral part of the delivery of Guidance programs.[322] About a third of all literature reviewed in school Guidance programs mentions the importance of peer programs for students. Peer counselling is a relatively new technique which began in the late 1960s. Cross-age tutoring and peer tutoring are more traditional forms of peer helping, with the importance of peer influence on developmental growth formally recognized in educational theory since the early 1950s.[323]

In considering at what age peer helpers might be capable of being effective, Solberg and Whitford[324] surveyed a number of developmental experts, including Erikson, Duport, Selmna, Nucci, Kohlberg and Gilligan, concluding that students in grades 5 or 6 are at an appropriate stage of maturity to be peer helpers for all but peer counselling activities. The need for empathy, reflective analysis and capacity to hypothesize in relation to a student's personal problems is beyond the ability of junior level students. However, tutoring, buddying, helping to manage conflict and providing positive support and encouragement for peers and for younger students are all within the capacity of many youngsters in these grades.

There is a natural tendency during the transition years for adolescents to go to their peers for help rather than to adults. Teenage students place a high value on peer relationships, often feeling that adults are unable to understand an adolescent perspective. Their stage of ego growth makes it difficult for them to appreciate or accept adult ideas or suggestions.[325]

Research demonstrates positive results for peer helping programs. In one study[326], the peer counselling model was found to be "highly effective" in promoting social leadership and group discussion. Peer counsellors were successful in reducing absenteeism, dropping out, vandalism; in increasing favourable attitudes to school work; in helping students deal with problems such as loneliness, and concerns about sexuality, dating, family, friendships and work.

In one survey of peer counsellors' competence,[327] all student participants believed that the peer counsellors demonstrated social leadership and general helpfulness; and 70% believed the counsellors demonstrated specific helpfulness in group discussions. 60% of those who sought personal counselling services did so voluntarily; 42% sought multiple counselling contracts; and 88% received assistance in social areas. 88% of the students who received peer help recommended the program to other students, and 55% explicitly preferred peer helpers to Guidance counsellors.

In another study of disruptive students in grades 6 to 8,[328] peer counselling was associated with statistically significant behaviour changes resulting in decreased discipline problems and suspensions.

The use of peer helpers in orientation programs is widespread. Several formal studies[329] have shown positive result for peer buddies in helping new students decrease feelings of isolation and general difficulties at the beginning of the transition year.

Most casual observers believe that peer programs are of most benefit to the student who is receiving the help. Practitioners, however, disagree. An analysis of 33 articles on peer programs, indicates that among four groups (the helper, the student who is helped, the Guidance counsellor, and the school as a whole) the greatest benefit of peer programs is to the student who is the helper.

Similarly, most sources[330] identify peer helpers as the brightest and most active students in school, the "cream," the elite. However, since those who benefit most are the peer helpers, studies such as those done by the Carnegie Corporation[331] and Mitchum[332] show that students who are at high risk with low grades, poor self-esteem and behaviour and attendance problems can be excellent peer helpers and, in the process, willingly move themselves into a positive school experience.

In relation to Guidance needs and objectives, peer programs provide a variety of roles for students:

- outreach and social support;[333] positive interpersonal relationships and friendship;[334]
- peer buddy for orientation and transition programs;[335]
- peer tutor;[336] academic and vocational information, problem solving, decision making;[337]
- individual and group counselling for personal issues,[338] including identification and referral of students with problems;[339]
- general support for Guidance counsellors and programs (e.g., organizing special events, teaching other peer helpers, coordinating programs).[340]

Of 17 reports on peer programs, 29% provided peer support groups; 24% were part of orientation and transition programs; 24% involved peer tutoring; 12% provided peer counselling for personal problems; 6% assisted with computerized career counselling; and the remaining 6% were for a wide range of functions, both academic and personal.

The benefits of these roles to the helper include:

- development of interpersonal relationship skills and caring about others;[341]
- development of leadership abilities, social consciousness, a sense of responsibility and contribution to the school community;[342]
- development of self-awareness, self-confidence, self-esteem, personal growth and a feeling of being needed;[343]
- development of facilitation skills (empathy, listening, problem-solving, communication, decision-making);[344]
- increased academic performance and decreased early school leaving;[345]
- development of miscellaneous skills and attitudes, e.g., cooperation and team building, pride in the school community)[346] and the opportunity to explore the possibility of a future career in the helping professions.[347]

Benefits for the student who is helped include:

- development of interpersonal relationships and social skills;[348]
- feeling of belonging and increased self-esteem;[349]
- improved academic and study skills.[350]

For the Guidance counsellor, peer programs aid in providing:

- reduced case loads to provide more and better services;[351]
- increased number of students who are willing to use Guidance services;[352]
- other benefits, such as reducing crisis situations[353] and providing a bridge between middle and elementary school and elementary and secondary school Guidance programs.[354]

The school benefits from peer programs through:

- development of a positive school climate, spirit and a sense of student ownership;[355]

- improved emotional health of students.[356]

Another extensive peer counsellor program that grew out of a modest beginning is described below.

What started out as a Welcome Club in one large secondary school has evolved into an extensive Peer Counselling Program with both a peer counselling class of approximately 25 students and a peer counselling club involving 50 students. Although there is some overlap between the two, the class focuses on training in counselling skills, and part of the year is spent in a practicum in such settings as a neighbouring elementary school or the school's Guidance Office. The students who participate in the club are provided with special classes for a week each semester. Between the Peer Counselling class and the Peer Counselling club, a new student reception is held at the beginning of each semester. This fall, there were over 300 peer counsellors and new students who took part. The peer counsellors serve as an arm of the Guidance Department's transition program. They see every grade 9 student in the Fall and review OSSD requirements; they work with grade 9 and 10 students on their study skills using a computer package; they serve as peer tutors (there are about 30 link-ups each semester); and they introduce grade 9 and 10 students to CHOICES. The pay-offs for the school have been profound. The students learn about themselves as they develop skills in listening, communicating and resolving conflicts; younger students see older students in a listening and caring capacity; and students new to the school receive an orientation that goes way beyond the traditional functional one. Administrative support has facilitated the development of the program: monies have been provided for the students to have identifying buttons ("ASK ME") and sweatshirts. The program co-ordinator reports that a timid, shy and school-phobic grade 9 student of three years ago who was linked to a peer counsellor is today a peer counsellor himself.

Peer programs create successful experiences for all students involved, offering an effective way of reaching students who are not open to communication with or intervention from adults.

While some educators see the use of peer programs as providing relief for already burdened Guidance counsellors, the process of developing and maintaining peer programs adds more work than it relieves.[357] Planning,[358] recruitment and selection of peer helpers,[359] training,[360] placement and supervision[361] and evaluation[362] are complex and time-consuming processes which are required for an effective peer program. As Crosson-Johnson[363] suggests, "The time and effort spent in preparation and planning [for peer programs] is in direct ratio to its prospective success." Given that peer programs benefit the peer helpers as well as those who are helped, peer helping has become a viable Guidance program in itself, helping meet the four aims of Guidance in personal, interpersonal, academic and career-related activities of many students in the school.

In describing their programs in the 1990 Ontario Guidance Survey, boards and schools were asked if they made use of peer counselling or peer tutoring either (a) to deliver the program and/or (b) within the program, as one of several learning strategies. Presumably the first question suggests a stronger degree of structural involvement of peers than the second. The responses are shown in Table 17.

Use of peer counsellors/buddies in effective programs

	Boards	Elementary Schools	Secondary Schools
As program deliverers			
peer counsellors	20%	5%	27%
peer buddies		7%	20%
As a learning strategy within the program			
peer counselling	12%	18%	32%
peer tutoring	8%	13%	20%
other peer programs	0%	3%	10%

Table 17

It can be observed that peer programs are considerably more common in secondary than elementary schools. Since such programs are as developmentally appropriate at the Grade 7/8 level as grade 9, it may that the unavailability of Guidance counsellors at the elementary level explains the scarcity of peer programs at the grade 7/8 level.

An extensive Student Tutoring Program has been developed at a large secondary school in a large urban Board. There are 30-40 tutors who tutor 60-80 students from grades 9-OAC over the course of a year. In this particular program, students who request tutoring are asked to make a commitment for one month. The tutors meet with the tutees at least once a week for a pre-scheduled 45 minutes. About 20-25 students are involved in each month-long segment. There are some individually scheduled sessions in addition to the 45 minutes but these additional sessions are the exception. Those running the program have found that this shorter and more intense four week time frame helps with student commitment. Students who wish to take part in another month segment are free to do so. As part of the tutoring process, the tutee's teacher approves the tutoring before it happens and gives information to the tutor to assist in the teaching process. The tutors themselves take part in a one-and-a-half-hour training session during which interpersonal and communication skills are enhanced (to get away from the "Do it this way" syndrome). Homework and study skills strategies are emphasized and hints to pass on to the tutees are discussed. The school has noted some positive repercussions from the program. The senior students develop leadership skills, cross-age grouping is facilitated which provides good role modelling for the junior students, and most importantly, students experiencing difficulty are not labelled and enjoy the peer assistance they receive. This of course does much to enhance the self-esteem of the tutees.

Schools are increasingly developing programs which use students to help other students, which in turn helps to create a climate of acceptance and caring - a climate which is central to meeting the needs of the adolescent learner.

4. Career Centres

Organization

Because they are a recent, rapidly developing and important resource for career planning and exploration, career centres in Ontario were surveyed apart from the boards with which they are affiliated.

Questionnaires were sent to the twenty boards known to have career centres, for separate distribution. Responses were received from eleven of the centres. Responses from this small group are described in some detail, since this kind of centralized program is still unfamiliar in most localities.

Most (seven of eleven) serve only one board each. The reporting line is to the board's Guidance Coordinator, or to another subject coordinator, or to a Supervisory Officer in the Curriculum area. Most centres are multi-site.

Most centres have formal board links through the Guidance Department (10), the cooperative education program (7) and committees of the board (5).

One southwestern Ontario board has addressed the career information needs of secondary and elementary school students by setting up five Career Information Centres throughout the board. Each Centre works with a cluster of schools which are geographically close to the Centre. One Centre is based in a French community and delivers programs in both English and French. It also has a full-time bilingual counsellor and 40% of all its resources are available in French. One of the Centres has been opened in a storefront to take it out of the educational setting to make it more accessible to the community. The other Centres are located within secondary schools and board Offices. All five Centres are staffed by Guidance Counsellors and non-teaching counselling staffs. The first Career Centre opened five years ago and its services to students, staff and parents had such a profound impact that the community petitioned trustees and board staff for increased availability of this service. Today these five Career Information Centres are an integral part of curriculum delivery and Guidance services from grades 7 to OAC.

Over half the career centres have strong links to post-secondary institutions, businesses and community agencies. Some are co-sponsored by boards and educational or municipal agencies. This strong external link to post-secondary education and to the labour market is one of the characteristics which distinguishes career centres from other board-sponsored career education programs.

While the range is from zero to 13, most centres have between two and four full-time, Guidance-trained staff, and a minimum of one clerical position.

Most centres are reported to be well-supported and resourced. All respondents said their student resources are adequate (3) to very adequate (8); staff resources are adequate (4) or very adequate (6) in all but one case.

According to respondents, their Board's support for the centre has been adequate for financial needs (10); resources (9); inservice (8); and staffing (7).

Within the 1989-90 school year, the centres served students, adult students, teachers, and Guidance counsellors in the following numbers:

students: the range was from 120 to 10,000; the most typical was over 500.

adult students: the range was from 150 to 3,000; the most typical number was about 200.

teachers: the range was from four to 500; the most typical number was under 100.

counsellors: the range was from one to 150; the most typical number was 100 or fewer.

Centres serve students in class groups, small groups, and individually. The typical length of visit is less than a full day for groups, and between one and five days for individuals.

Programs

About half the programs offered by the centres take place in them; the other half are delivered in schools. The 11 responding centres reported the following number of programs for the transition years:

Grade 7 - 7 programs
Grade 8 - 8 programs
Grade 9 - 11 programs

Within the general description "career education/exploration," centre programming focuses primarily on:

formal vocational assessment - (5)
programs for students - (4)
job placement - (1)

All centres offer career counselling, career information, information on employment trends, and resources to assist teachers deliver career-related programs.

Almost all provide materials especially aimed at girls, and many have materials for other target groups, such as Francophones (5), Natives (3), visible minorities (5), and the disabled (7).

Most centres are involved in coordinating and developing content and process for integrating careers across the curriculum. Most centres organize:

resource review and distribution (8)
job shadowing, job site visits (8)
career days and fairs (7)
a newsletter (6)
student conferences (5)

Most centres (8) work directly with schools to design career-related programs. Ten provide resources to teachers to help with the career exploration component of the relevant subject guideline; five develop and provide curriculum to teachers; and five provide inservice to teachers in this area. Career exploration is the main area in which centres work with and for teachers. Most also help in the areas of educational planning and self-concept.

In a review of Guidance six years ago in a large urban board, a need for up-to-date and more complete resources in the schools themselves was identified as urgent and pressing. As a result, the board allocated $9,000 for 50 middle schools to obtain assistance and resources, which were then provided by the board's Career Information Centre. The Centre wrote a handbook for setting up School Career Information Centres, offered workshops for school personnel to become familiar with current resources and hired a Career information specialist both to put together a model for the schools and also to go to schools to assist with the initial set-up of the materials in the ways suggested. Most schools had a lot of out-of-date information and the Career information specialist was invaluable to schools in going through their materials and in helping to set up the information centre. Instructions were intentionally specific, with guidelines for the number of shelves, furniture needs, colour coding of binders, basic references, etc. Four factors are noteworthy:

- the board committed funds
- the Manager of the Career Centre attended principal meetings to set the process in motion
- the materials were organized in a way that was relatively simple for schools to use
- a career information specialist was hired to assist in the process

Each school decided where to put their Information Centre ranging from the knocking down of walls to setting aside space in the Guidance Office. In several schools, principals authorized the hiring of a teaching assistant to keep the information up-to-date and organize events for students. Each month the Board's Career Information Centre distributes free information to the schools. The project has had a real impact in facilitating the access of information and resources to staff, students and parents throughout the board.

Effective Career Centre Programs for Students

Eight of the 11 respondents accepted the opportunity to describe a program, resource, or strategy delivered to students by their centre which they believe to be effective. All but one of these was directed at students in grade 7 and/or 8, and in some cases went from grade 7 through 9, 10, or OAC. (The exception was for grade 9 students only.)

Content

Five of the eight programs focus on career awareness, exploration, and/or planning. One stresses career information in combination with a high school transition program (clients are in Grades 8 and 9). The remaining two programs described are not specifically career-oriented; one concerns adolescent coping skills (grade 7); and the other, a program for grade 8 "reluctant learners," deals with motivation and educational planning.

Several programs include visits to intermediate and secondary schools; one includes graduates talking about their experience; none includes visits to a college or university. Job visits or job shadowing occur in three programs.

Some of these programs have served fewer than 100 students in the past school year; more have served larger numbers (over 200 students, typically). Some programs are targeted at sub-groups including:

Francophones	-	2 programs
Natives	-	1 program
Disabled students	-	3 programs
Visible minority students	-	2 programs
Ethnic minority students	-	2 programs
Inner city students	-	3 programs
Rural students	-	2 programs
Potential dropouts	-	4 programs

Two other special programs were mentioned: one for learning disabled students and one for "students who require positive experiences."

The majority of these programs have print resource materials, and a minority include an in-service training component.

Of the programs targeted at special groups, several give special consideration to the needs of girls within the defined sub-groups. Three are specifically designed to encourage girls to consider non-traditional careers. Five include the aim of increasing female enrolment in non-traditional subject areas. Four include written materials and/or inservice to meet the particular needs of girls.

Six of the programs are linked to specific subject areas.

When asked whether the program's main approach is preventive or interventive, responents described seven of the eight programs as essentially preventive.

Developing student self-awareness was the main focus of four programs; career counselling/exploration was the main focus of two programs; interpersonal relationships and educational planning were each a main focus of one program. Although the sample is very small, it is interesting that the programs considered most effective by career centre directors are more likely to focus on self-awareness than on career exploration. In response to a question about the definition of career education used in the program, respondents did not choose "occupational information" or "development of job skills" (except in one case),but chose instead "development of self-awareness combined with career exploration."

When given a list of 24 possible program aims, a majority of respondents gave the highest priority to the following five:

> providing opportunities for students to identify their strengths, interests, abilities, and values;
>
> helping students to link their interests and abilities with future career possibilities;
>
> providing information about educational alternatives and choices;
>
> helping students to link their educational plans with their career aspirations;
>
> beginning the process of examining and developing career goals.

Program Development and Delivery

Program development time varied from a half-day to five days, with two days being most typical. Program delivery time varied from a half-day to 15 days.

Programs were most often developed by career centre staff or Guidance counsellors. Board level personnel were sometimes involved; and students and parents were each involved in one instance and teachers in two. The most common source of inspiration for programs was discussion with colleagues, not conferences, reading, or discussion with students. However, discussion with students as well as with colleagues was usually part of preparation for program delivery.

Collaboration in program development usually involved Guidance counsellors, often involved teachers, and sometimes involved Board level personnel and school administrators. In only one case were students included in the collaboration; and there were no reported cases of collaboration with social workers or psychologists, or with parents, employers, or other members of the larger community for programs in the transition years.

Consistent with what was reported regarding adequacy of support, few barriers to program implementation were mentioned. Four respondents reported no barriers at all; and no respondents reported lack of financial support, or of appropriate space or equipment. Lack of staff support was mentioned only once as was lack of appropriate curriculum materials in relation to French materials. Three respondents did mention a lack of centre staff time as a problem, and one respondent mentioned a lack of links between the Centre and the schools.

Program delivery most commonly involves group educational counselling, group career counselling, and individual personal counselling. Training of peer counsellors occurred in two programs; no programs involve training adult mentors.

Program delivery frequently involves video and film, computer software, and commercially produced kits.

Program Outcomes and Assessment

When asked why the program is important, the most frequent response was "because it works": it provides successful outcomes for students. Other reasons given were that it serves a large number of students (5), links successfully with Guidance programs in the schools (4), and is targeted at a specific special needs group (3).

Although most respondents could identify the focus and aims of the program described, none of the programs includes a written statement of desired outcomes. Only three were based on a formal needs assessment. Thus, program developers are depending mainly on informal assessment of program effectiveness. In fact, given a list of ten kinds of evidence of program effectiveness which can be measured formally or informally (e.g., increased knowledge, more positive self-concept, improved attendance, etc.), respondents described four instances of formal evaluation and 33 instances of informal evaluation. In terms of assessment reporting-- (written or oral reports from students, staff, parent), eight instances of formal reporting were described, and 22 of informal reporting.

Student response (surveys regarding effectiveness from their point of view) are sought by the majority of respondents; most are satisfied with the current level of student participation in the program.

Five respondents said that evaluation of their program occurred, and resulted in program revision; one said it occurred and indicated no revision was needed; and one said it has not yet occurred.

Some examples of successful career centre initiatives are summarized below.

Career Connections is a career fair (held on a Monday) for all grade 8 students, selected grade 10, 12, and adult students, and all students in the cooperative education program. The 3000 student participants (who are bussed to the event) find over 100 exhibitors under one roof. On the preceding Sunday afternoon, the exhibits are open to the whole community. Exhibitors include community colleges, professional schools and public and private employers.

Teachers receive kits to hand out to each student in advance of the day, with suggested assignments to prepare them to make the most of the opportunity. The teachers' kit also contains suggestions for appropriate preparation and follow-up activities.

Teachers and students fill out evaluation forms after the event. Response has been very positive.

One large urban Career Centre organized an Exposition of Skilled Trades with representatives from over twenty-five skilled trades. 650 middle school and high school students were given the opportunity to talk one-on-one with specialists in the trades and participate in a hands-on demonstration of some aspect of the trade. The major thrust of the day was to increase the awareness of students, of teachers and of Guidance Counsellors about the tremendous career opportunities in the trades. One of the reasons for the success of the day was the support provided by the board at all levels in collaboration with the Ministry of Skills Development, and Canada Employment and Immigration.

Other examples (not career day types) are:

One large urban board has developed an innovative way of providing up-to-date career information in a variety of formats - print, video, and computer - thus extending resources available in the school to staff and students. A mobile career assessment and information centre, a Careermobile, markets the board's Guidance programs, by drawing public attention (i.e. moveable billboard), informing the local community about the ways the school is helping students prepare for the future. The staff of the Careermobile emphasize and facilitate the cross-curricular delivery of information related to career planning and career awareness. The Careermobile schedules visits to schools and becomes part of the school and its Guidance program by serving as a catalyst to the cross-curricular delivery of career information. Each counsellor is expected to spend the equivalent of one full day in the Careermobile working with students and staff. School staff also participate in using the resources of the Careermobile in a variety of ways. Fifteen students are seen for a minimum of 35 minutes, either in the Careermobile or in the school. Topics include: Strategies for Career Planning, Job Search Skills, Volunteer Opportunities, Careers in Specific Subject Areas, How to Start a Business, etc. The Careermobile can order or assist schools in ordering career resources and materials, and school staff may choose to borrow resources for their use in their classes. The "travelling billboard" is a custom-designed 40 x 12 foot trailer. The cost of the Careermobile and its staff is jointly shared by the board, The Canada Employment and Immigration Commission and corporate donations. The feedback from the community is extremely positive and as a result the Careermobile is booked for months in advance.

Effective Career Centre Programs for Staff

Seven respondents described an effective program which their centre delivers to staff. Five of these involve inservice training, and two represent development of resources for staff. Four of the five inservice programs include Guidance counsellors and teachers; the fifth is for counsellors only. The two resource packages are directed to secondary schools--to Guidance counsellors in one case (a career library information/display package); and to teachers in the other case (binders of information about careers.

The binders are keyed to academic subjects, so it is clear to a teacher which one(s) will be useful to him/her).

Four of the five inservice programs were developed by career centre staff in collaboration with counsellors and others; the fifth also involved collaboration, but is provided by a service organization (Lions International), is called "Skills for Adolescents," and is directed at staff from grade 7 through adult education.

The program directed at counsellors only is an inservice for secondary school Guidance staff which extends over three months and is about career/vocational counselling. The programs for teachers and counsellors (other than the "Skills for Adolescents" package) are directed at counsellors and teachers from grade 7 up, and emphasize: infusion of career education into the curriculum for grades 7-10; career planning as a developmental process; and encouraging girls in grades 7 & 8 to consider non-traditional careers. In five of the seven cases, career education has been defined primarily as development of self-awareness combined with career exploration.

The number of staff involved in each of these programs over one school year varies between five and 100, with 10 to 25 being most typical.

In six of the seven cases, inservice was provided to the program deliverers. In two cases, program evaluation resulted in revisions. In two cases, personnel judge board financial and staffing support to be less than adequate.

All seven of the programs are described as cross-curricular. The idea for the programs usually originated with Guidance counsellors or Board level personnel, but in two instances community members or agencies were involved. The origin was usually in collegial discussion, rather than a conference, reading, etc.

None of the programs was based on a formal needs assessment. While evaluation of program effectiveness was more often informal than formal, there were several instances of formal evaluation, measuring increased knowledge, increased ability to deliver programs, and increased use of Centre resources and facilities.

What seems clear from the career centre respondents is that the programs they provide to the schools are increasingly becoming part of school Guidance programs and that those centres which are adequately funded and staffed are having a profound impact in their boards.

B. MODES OF DELIVERY

1. Curriculum Integration: The example of career education

The movement of career education curriculum is away from add-on and stand-alone programs in which the Guidance counsellor presents information about careers in an educational vacuum. What is increasingly seen as more effective is the integration of subject matter with career information: career education concepts are woven into subject curriculum concepts and taught in conjunction or simultaneously with the subject material. In its formal sense (i.e., when curriculum is explicitly developed by integrating two or more subjects), this process is termed infusion. Integration and infusion are increasingly accepted by educators as especially effective career education techniques because of the belief that the resulting curriculum is meaningful to the student and therefore will be internalized and retained.[364] The implications of this process are stated in the career education program and objectives for the State of Virginia:[365]

> Infusion focuses on the cognitive and affective domains. It allies the formal educational process more closely with everyday life situations. It uses students' interests in academic subject matter to stimulate their awareness of personal development, life roles and career choices. Infusion takes the student into the community and brings community resources into the classroom. Infusion can range from a discussion focused on how to relate academic information to situations outside the classroom to more complex activities such as: role-playing, field trips, group Guidance and simulations. The key, however, is in directly relating what is learned to the life experiences of the student. The content/curricula/program remains the same. What occurs is the planned procedure of integrating at one and the same time a career education goal while teaching the existing academic content.

For the purposes of this review, as there is very little formally infused curriculum currently available, the concept of infusion is included as part of a discussion of integrated career education, with both referred to as integration. Chart 5 lists examples of integrated/infused curriculum units, by grade and subject.

Content Focus	Grade Level(s)	Career Education Integrated with
relevance of school work	6	drama[1]
communication, planning	7-9	puppetry[2]
communication; emotional, social academic growth	7	language arts[3]
counselling	K-8	art[4]
divergent thinking	8	home economics[5]
self-awareness, communication, values clarification	7-9	reading[6]
self-concept, interpersonal relationships, feelings, values, decision-making, career awareness	4-6	full integration, all subjects[7]
career education	6-8	language arts[8]
career education	7-8	health, industrial arts, business[9]
life skills, personal development	7-9	home economics[10]
self-awareness, feelings	7-8	art[11]
career education	7-9	language arts, math, science, social studies fine arts[12]
family, citizenship, use of leisure time, economic understanding	5-8	Science, math, social studies, language arts, home-making, speech, drama, art, physical education, music[13]
career education	6-9	social studies, art, health, foreign languages, math, English, science, physical education[14]

continued

CHART 5: PROGRAMS THAT PROVIDE CURRICULUM INTEGRATION/INFUSION

Content Focus	Grade Level(s)	Career Education Integrated with
research skills	7-9	visual arts[15]
coping behaviours, decision making, lifestyle, self-development	5-6	science, math, language arts, social studies[16]
self-awareness, interpersonal communication	7-8	language arts[17]
urban career education	7-12	language arts, social studies[18]
urban career education	7-12	art, music, home economics, speech, industrial arts, co-op education, physical educ., library science[19]
career education	9	mathematics[20]
careers exploration	9-10	mathematics[21]
behaviour and attendance problems	secondary	video technology[22]
career education	K-12	English, social studies, math, science, music, art, foreign languages[23]
career education	K-12	all subject areas[24]

Sources: 1: Wilson, 1983; 2: Egge et al., 1987; 3: Buttery & Allan, 1987; 4: Latini, 1987; 5: Thompson & Allan, 1985; 6: Ranke & Champoux, 1981; 7: Guillen, 1981; 8 : Oratz et al., 1986; 9: Griffith & Crook, 1976; 10: Prosek et al., 1975; 11: Aanenson, et al., 1977; 12: Curtis et al., 1977; 13: Bowman et al., 1976; 14: Lewis et al., 1975; 15: Finn & Lawson, 1975; 16: Nease, 1981; 17: Peterson et al., 1975; 18: Elmore et al., 1977; 19: Nickel et al., 1977; 20: Grotenhuis & Purcell, 1978; 21: Benton et al., 1976; 22: Coughlin & Carey, 1987; 23: Popper & McClain, 1978; 24: CERES, N.D. (CIRCA 1988.)

CHART 5: CURRICULUM INTEGRATION, continued

The advantages of integrating career education include[366] a concrete, relevant curriculum; a broad base of support for career education as all school staff are involved; cost effectiveness - the lack of requirement for additional staffing; an interdisciplinary focus that is more realistic given the complexity of society; the extension of classroom instruction into the community, including business, industry and cultural institutions;; increased motivation by students, especially in understanding the relevance of their subject courses.

The primary disadvantage for an integrated career education curriculum is resistance expressed by subject teachers, for whom integrating career education concepts means additional work.[367] As interdisciplinary planning is an often commended but rarely achieved activity, many subject teachers have an inadequate comprehension of the benefits of integration.

While support for the integration of career education is positive, there is clear indication that it is not being practised. In a study of secondary school students,[368] when asked if there had been discussion in their subject classes about careers relevant to that subject, 22% of the students replied "not at all"; 51% said discussions had occurred "once or twice," and only 27% indicated such discussions had occurred "several times." In the process of a Guidance program review, one Ontario board found that at the secondary level, "only 35% of teachers provide students with opportunities to develop appropriate educational plans ... [and] only 27% provide students with opportunities to explore career alternatives."[369]

Raymond[370] studied 54 curriculum documents which were purported by their authors to be infused. In fact only 20 of the units (37%) were integrated while the remaining 34 (63%) were examples of add-on curriculum in which career information is not directly related to or taught in conjunction with specific subject areas or topics.

At least one Canadian educator, however,[371] believes that in the not distant future, provincial departments of education will mandate the infusion of career education concepts to the extent of filling at least 5% of each subject course. Increasingly career educators are moving toward this goal.

Many teachers are aware of the mandate from the Ministry to do career education, and many are committed to providing students with resources and activities to assist them in planning and preparing for the future. However, they need occupational information, curriculum resources, and training in how to use these resources to infuse career education into their courses. Guidance counsellors also need help in understanding the concepts of career education across the curriculum and in implementing their role as facilitators of career education in their schools. An exciting and creative project which is attempting to address this is chaired and facilitated by the career centre in a large urban board and has wide representation from across the system. This Career Education into the Curriculum project committee has representatives from administration, teachers, counsellors, 5 curriculum areas, student services, research services and staff development. There are fifty people working on eight sub-committees, and there is strong supervisory officer commitment and support. The objectives of the project are to:

- produce a resource document containing strategies, resources and learning materials for the integration of career education across the curriculum
- plan and develop professional development programs for teachers, counsellors and administrators

It is the intent of those involved in this project to link career education so closely to curriculum that teachers will see that it is not an add-on but a way to enhance the delivery of their subject material. The project is embedded in the concept that "schools which provide strong career education programs and services, where course content is seen as relevant to the world of work, and where teachers take a keen interest in the lives of their students, retain students to a greater degree than those which do not" (King, 1986). A secondary teacher has been seconded for one year to work with the committee in developing curriculum resources. The committee is also developing a strategy for evaluating the effectiveness of the implementation of the career education model in the classroom both from a student and teacher perspective.

An example of an integrated History Career/Education integrated unit is shown in Chart 6.

MODEL FOR CAREER EDUCATION INTEGRATION

LEVEL: Grade 8

CONTENT: *History and Contemporary Studies Guideline, Intermediate Division*
Contemporary Canada: Life in the 20th Century
Citizenship: Government and Law - Charter of Rights and Freedoms

SUBJECTS: Social Studies
Career Education

OBJECTIVES (EXAMPLES)

Social Studies

- appreciate the rights and responsibilities of Canadian citizenship
- appreciate own value as deserving rights
- understand the role of unions in monitoring civil rights

INSTRUCTION (examples)

- small group discussion of the responsibility of the individual in society
- debate on the rights of the individual versus the needs of society
- draft of a Charter of Rights using the classroom as a model workplace

CONNECTION TO COMMUNITY (examples)

- find examples of printed materials that state the rights of individuals (e.g., student handbook, labour union manual, Ontario Human Rights Code)
- guest speakers on women's rights, rights in the workplace
- gather examples from media sources regarding the rights of the individual in the court system, as a citizen, in the workplace (e.g., health, safety, privacy)

CHART 6: INTEGRATION MODEL (adapted from State of Virginia, Challenges and Choices: Career Education in Virginia, Program Management Guide)

In New York State, pre-service teacher certification programs on eight college campuses require prospective teachers to infuse career education at all levels, K-12,[372] focusing on the world of work (career information and identification, placement, theoretical materials, interpersonal skills); planning and implementation (instructional planning, community assessment, use of local resources); and evaluation (program evaluation and student assessment).

An especially impressive systematic effort to integrate career education concepts across the curriculum was published in 1989 through a project sponsored by two Guidance associations.[373] Keyed to Ministry of Education guidelines for grades 7-12/OAC and based on the policy stated in Guidance 1984, the document examines each subject area, organizing and identifying the specific career components of its guideline. Objectives are specified and courses identified where career-related integration is appropriate.

In addition, the document provides eleven pragmatic approaches for implementing career education across the curriculum, including:[374]

- Guidance across the curriculum;
- initiation of discussion with department heads;
- inventory of the current state of career education;
- reorganization of career information in the Guidance department;
- formal integration of career education;
- procedure for assisting students in obtaining career information;
- targeting of one or two subject areas per year;
- sharing responsibility for career education within the Guidance department;
- coordinating special career events;
- establishment of a Career Education Committee;
- establishment of a Community Advisory Committee.

The most common link between Guidance/career education and other curricula in Ontario boards of education is through cooperative education (work/study). 71% of Boards in the 1990 Ontario Guidance Survey report formal links between Guidance and cooperative education at the board level.

Reported integration of career education at Board and school level is shown in Table 18. In round numbers, around half of all respondents agree that grade 7/8 career education programs, Board and school level, are curriculum-integrated; and about one-third so-describe grade 9 Guidance programs.

Curricular integration of career education

	Boards	Schools
Integrated career education at grade 7/8 level	59%	42%
Integrated career education at grade 9 level	35%	35%
Integrated career education in reported effective programs	52%	44%

Table 18

Interestingly, the ratios are reversed when school personnel are queried about adequacy of resources in their school for teachers to integrate career planning into subject areas; 31% of elementary and 56% of secondary respondents indicate that resources are adequate for integration. At the board level, for centralized programming, 30% say resources are adequate for integrating career exploration with other subject areas. Possibly centrally assigned staff are more exposed to optimal examples of curriculum materials and have higher expectations.

Table 19 illustrates the extent of integration in program delivery of Board- and school-level effective Guidance programs as well as schools' overall Guidance programs, according to the 1990 Ontario Guidance Survey. Responses here are not specific to career education only.

Guidance Program Delivery: Board/School Integration

	Board-level effective programs	School Guidance programs	School-level effective programs
1. Cross-curricular instruction in career education	---	51%	---
2. Cross-curricular instruction in other areas	---	47%	---
3. Team teaching	---	18%	18%
4. Curriculum integration	52%	23%	43%
5. Co-written curriculum	24%	---	13%
6. Informal relationships between guidance counsellors and others	---	54%	49%
7. It is not linked	13%	28%	21%

8. Overall, Guidance program is always/often linked with other subject areas:

	Board	Schools
at grade 7/8 level	47%	44%
at grade 9 level	23%	42%

Table 19

2. Delivering Guidance Programs through Group Activities

Increasingly Guidance programs are being delivered for groups of students rather than with an individual focus, to an entire class or in small groups formed for specific issues. By emphasizing peer interaction in groups rather than one-to-one adult-student communication, groups provide a safe atmosphere for students to deal with personal issues. This is especially important for middle school students for whom personal growth forms a foundation for successful academic achievement.

Edmundson[375] describes the climate of an effective group Guidance experience:

> The kids want to learn. The atmosphere is informal. The examples and exercises are relevant and deal with problems that students can relate to. Students accept the challenge to have new experiences and to try new ways of learning.

Auty, among others,[376] discusses the effectiveness of communication labs (C-labs) for the development of positive self-esteem through:

- enhanced learning classes (catering to students' need for a supportive atmosphere to take risks and promote mutual respect outside of a context that stresses the competitive atmosphere of school and the pressure to perform and develop social skills "beyond their years");
- social skills groups (providing a safe place to practise skills, share honestly without putting people down);
- leadership groups (for developing active listening skills, group cooperation, shared leadership and facilitation skills);
- co-operative education groups (dealing with uncertainty about employer expectations, how to relate to an employer; effective presentation of self on the job; practing communication with feedback of others' perception; developing self-confidence).

Group Guidance activities promote personal growth[377] and the development of interpersonal skills;[378] they are appropriate as well for activities for educational[379] and career[380] planning. Working with groups is a cost-effective intervention which permits increased contact with a greater number of students than one-to-one activities.[381]

Groups also permit Guidance counsellors to use a variety of strategies which motivate student involvement in the exploration of Guidance-related issues, such as: brainstorming, debate, dialogue and discussion groups; role playing, dramatization, imaging, games and simulations; growth and problem-centred counselling; field trips and conferences.[382] For example, in two studies,[383] workshops for girls which emphasized imagining positive future career goals resulted in increasing the level of knowledge about women and careers and decreasing stereotypic attitudes regarding gender-specific work roles.

Group work is seen primarily as prevention-oriented but can also provide an intervention or crisis function; for example, dealing with bereavement or parental divorce.[384] There is a clear movement away from in-depth individual counselling (e.g., depression or substance abuse) and toward the Guidance counsellor's role as a referral agent for other school and community support services for students who require intensive individual treatment.

This is accompanied by a focus on group counselling, which is more preventive in nature and also permits the Guidance counsellor to be involved more productively with more students.[385]

In the 1990 Ontario Guidance Survey, Board respondents reported on the preventive/interventive nature of their grade 7/8 and grade 9 Guidance programs. At both levels, programs were described as more preventive than interventive.

Two-thirds or more of the Board- and school-level programs described as especially effective for students are preventive in focus, and three-quarters of them serve a large number of students. Transition and drop-out prevention programs are typical examples. However, personal and educational (unlike career) counselling are more often delivered to individuals than to groups in these Board-sponsored programs.

In elementary schools, respondents report a much stronger emphasis on prevention than intervention, within their Guidance program. At the secondary level, the difference in emphasis is reported to be much smaller. However, secondary respondents do indicate that the intended target group for Guidance and career education is the majority of students. In fact, over half of them say that the intended recipients include 100% of the students, and 43% say that such a target is realized.

Delivering Guidance to Groups:
Board and School Effective Programs

	% of effective programs	
	Boards	Schools
Personal counselling:		
group	32%	48%
individual	40%	51%
Educational counselling:		
group	20%	45%
individual	28%	35%
Career counselling		
group	32%	33%
individual	24%	21%

Table 20

In school-based exemplary programs, group counselling is much more common than individual counselling in career education and in educational counselling. And in personal counselling the balance is in the other direction: the individual mode of delivery is slightly more common. But the difference in frequency of individual (52%) and group (48%) delivery of personal counselling is quite small, suggesting that in programs perceived as effective at the school level, group counselling around personal issues has become increasingly common. (See Table 20.)

3. Experiential Education and the Use of Computers

Stress on the importance of hands-on experiential learning is as least as old as John Dewey's writings in the early part of the century. Educators have been reminded of the importance of active or student-centred learning again and again - by Piaget's work in children's mathematical and spatial understanding, for example, and by the work of Vygotsky, Bruner, Wells and others on children's acquisition of language and literacy. Learning is greatly facilitated by an environment which encourages the active participation of the students. This principle applies to children and adults - to all learners.

In the 1990 Ontario Guidance Survey, at both board and school levels, respondents indicated that in-service programs provided by or to them in Guidance were equally likely to be delivered in an experiential as in a formal instructional mode. Both modes were described as very frequently used by 35-45% of the respondents.

However, when Boards' and schools' exemplary programs for students are described as to learning strategies used, the active or experiential components (such as communication labs, cooperative education, field trips, job site visits, and projects) figure in far fewer programs than do more passive or purely verbal/cognitive strategies such as discussion, information sharing, speakers, etc.

The single most important tool to be introduced into the school and the Guidance department in recent years is certainly the computer. Although it can be used in a very passive and mechanical way (as in much of the early computer-assisted instructional software, where the user simply filled in the blanks), the computer is essentially an interactive system. While computers are common in board and school offices, and in labs and classrooms, they are not as common as more traditional tools, even in exemplary Guidance programs.

At both board and school level, program resources usually include such traditional delivery modes as overhead projectors and print materials, but only a minority include computers. For example, among the several hundred school-level programs described in the 1990 Ontario Guidance Survey, 72% used overhead projectors in delivery; 46% used newspaper or magazine articles; and only 29% used software.

Computers can be utilized by Guidance departments for a number of activities, for example:[386]

- testing (instant scoring and reporting, with hard copy for use with students and parents);
- preparing documents (newsletters, brochures, overhead transparencies, recognition certificates);
- maintaining labour market and educational resources data;
- teaching (e.g., orientation, study skills);
- collecting and sorting information (e.g., study skills inventory);
- word processing (documents, letters, curriculum activity preparation);
- completing administrative tasks (scheduling, grade reporting, attendance accounting, records storage, spreadsheet calculating);
- organizing/accounting for time.

However, the primary and most accepted use of computers in Guidance curriculum is for self-assessment in relation to career exploration.[387] Currently in Canada there are more than half a dozen such programs marketed for use by students. In addition, many standardized tests have been computerized and several information and interactive Guidance curriculum programs are available.[388]

Burke and Benedict[389] identify three types of computer-based career search systems:

- indirect inquiry (provides references, referrals after input of student interests; no interaction);
- direct inquiry without monitoring (interactive with immediate feedback; student can change values and parameters and computer will modify to fit criteria selected);
- direct inquiry with monitoring (computer maintains record of choices; comments regarding consistency, probability of success; reviews decision making path: "the student experiences a counselling situation by interacting with the system."

While career search programs provide students with a large amount of usually personalized data,[390] computers do not replace Guidance counsellors.[391] Used correctly, computerized assessment and search tools are given in conjunction with at least two sessions with a counsellor - one before, to help the student understand the program and set parameters, and one after, to help the student interpret results.

Nor are they intended to be definitive. Rather they are most effective for students who are at a beginning level of career planning[392] in which self-exploration is a central and immediate focus. One benefit is that the results of career search programs are easily shared with parents and thus provide an effective way of bringing them into the career education process.[393]

As with the use of educational technology generally, many claims are made for the computer's effectiveness as a tool for career education. Its positive motivational aspect is often cited as is its capacity to maintain large amounts of unbiased, accurate and current information.[394]

From the perspective of the Guidance counsellor, the efficiency of computer career search systems includes a time saving factor for administrative and data storage and the benefit of having a print out of results both for record keeping and for use in sessions with students.[395]

At the same time, practitioners are aware of problems with the use of computerized career search systems. Perhaps the most serious is the often unquestioning faith students (and some Guidance counsellors) place in computer-generated data. Without knowing the accuracy and currency of information in the computer programs, its users can be seriously misled. A computer program is only as good as its latest revised version.

Other assumptions about computer use may not always be accurate:

- Not all students are positively motivated by computers, and career search programs are therefore not necessarily effective for all or even most students.[396]
- Computers are not always cost-effective nor do they necessarily reduce the Guidance counsellor's workload; when students use career search programs, they may need more, not less time with the counsellor.[397]
- Computer use may not be the quickest way for students to retrieve information: scheduling needs, computer down time and inaccurate use by students can cost a significant loss of time.[398]

Research supports claims on both sides. In one study of the use of a specific career search program by students aged 10 to 20 (with a mean age of 16),[399] computer use increased career awareness and information-gathering activities as well as having a positive effect on goal setting and decision-making skills in both educational and career planning. School counsellors also reported increased knowledge of career fields as a result of helping students use the program and interpreting results; they were thus motivated to read and study about career Guidance and the number of professional development activities increased.

A study of grade 9 students[400] showed them to be more aware of the use of computerized career exploration programs than almost all of the other sixty-plus Guidance services mentioned.

In a study of middle school students having difficulty with school,[401] computer-assisted assessment and counselling (not career-related) appeared to cause significant improvements in the quality and quantity of school work as well as in the level of effort students were willing to give to their work. There was, however, no significant improvement in the relationship between the students and their teachers, presumably because the students were relating more to the computers than to adults.

In discussing the counsellor's use of computer technology at the elementary level, Crabbs[402] indicates there is a "virtual absence of any evidence for "lasting or profound changes" which can be "directly attributed" to computer use.

A study of the effects of career search programs on the vocational maturity of grade 8 and grade 10 students[403] showed no statistically significant influence on intervention effects due to the computer use.

The cause of these mixed results may have as much to do with the state of career eduction as with the use of the technology. Career education as it is practised today, with a developmental, student-centred focus, is relatively new. The lack of statistically significant effects of a majority of career education activities (see Hoyt and High above) points to a need for increased planning and goal setting by Guidance departments as well as to a need for increased career education competencies by Guidance counsellors and teachers. Whitfield, for example,[404] lists six career development competencies required for an effective career education program: career planning, program planning, consultation, linkage with internal and external resources, staff development and evaluation. These competencies provide a skeleton upon which career education programs can be successfully built.

In a theme editorial introducing a Guidance and Counselling issue on "Counselling and Computer Technology," Studd[405] found that:

> The extent to which counsellors are finding it difficult to integrate computer technology with Guidance programs and services became clear as we tried to find people willing to address this theme. Most counsellors we approached expressed considerable reluctance to write about computer use, feeling that they had yet to achieve a level of competence that could be detailed in an article.

For the use of computers in career education, several needs have been identified for Guidance counsellors:

- for increased knowledge about and competence with computer-based systems;[406]
- for an advocate within the school staff who can provide expert assistance in trouble-shooting and support for computer use;[407]
- for a coherent process of integrated use within the Guidance program.[408]

VI SUMMARY AND CONCLUSION

Summary of the Results of the 1990 Ontario Guidance Survey

What can we learn from comparing the results of the 1990 Ontario Guidance Survey with what our literature review tells us about effective Guidance programming for young adolescents?

1. Good Guidance is total school Guidance.

First, an effective Guidance program at the school level is a whole school program. It is well-integrated, integral to the school, a kind of nerve centre for the system. It is characterized by clear goals and objectives, is proactive not reactive, is preventive in orientation, and reaches to a broad spectrum of students. It enjoys strong administrative support.

How do Ontario schools measure up? In Ontario, most elementary schools have no Guidance counsellors. The mandatory Guidance program of twenty hours per year in Grades 7 and 8 is delivered by classroom teachers, and most schools do not have a fully qualified Guidance counsellor to support the teachers. Consequently, it is difficult to talk about a Guidance program in those schools. At the secondary level, however, almost all schools have Guidance counsellors and Guidance programs.

Two thirds of secondary respondents feel that their Guidance program plays a central role in their school, and that this central role is accepted by other school staff as legitimate. Three quarters say that the Guidance program is perceived by other school staff to be effective. And almost as many say that Guidance counsellors in the school feel their role in program delivery is what it should be. Secondary respondents also say that their program reaches most of the students in the school; the average response was 82% of students reached.

In spite of the lack of Guidance counsellors, respondents working at the elementary level were also asked these questions. Their rate of agreement is about half that of the secondary respondents: typically about one third say that Guidance has a central role in their school, is perceived to be effective by staff, etc. This is hardly surprising, considering the different situations for Guidance in Ontario between elementary and secondary schools.

In one respect elementary level Guidance programs look better than secondary: they are described as being slightly more preventive in orientation. It is evident that secondary Guidance can be more interventive, in that counsellor time is available to students with problems. But at neither level, elementary or secondary, is there a strong, clear focus on prevention as the main business of Guidance. At both levels, respondents describe the prevention and intervention foci as being of about equal weight. Related to the lack of a strong preventive emphasis, which research supports as most appropriate and effective for school Guidance programs, is a tendency to underemphasize the delivery of counselling services to groups. In order for Guidance counsellors to do the job of coordination, consultation, and co-instruction essential to their effectiveness and to the health of the school, they must limit the amount of time spent with individual students. Ontario schools' Guidance programs would benefit from a somewhat more proactive, and more group-centred approach. The programs also show a need for a stronger activity-based, experiential approach.

As for administrative support: two thirds of all school respondents, elementary and secondary combined, said that the change in their Guidance program that could make the most difference to succesful outcomes for students would be having more full-time Guidance counsellors. And 41% indicated that another way to signficantly improve the benefits of the Guidance program to students would be to allow counsellors to use their time differently--e.g., to devote less of it to administrative duties, which, they say, typically absorb one third of their time. It would appear that Ontario Guidance counsellors are seeking stronger administrative support for their role as program developers, instructors, and counsellors.

2. Good Guidance is a collaborative venture.

If good Guidance is a total school concern, then program planning, implementation, and delivery must be widely shared. Administrators, teachers, other school staff, centrally assigned staff(psychologists, social workers, etc.) students, and community members should all be involved at the school level. And at the Board level, Guidance program planning should involve other professional staff (e.g., math coordinator, supervisor of special services, ESL coordinator, etc.) as well as school-based Guidance staff.

In fact, the 1990 Ontario Guidance Survey did find a considerable amount of collaboration occurring in Guidance planning and delivery in schools. At the elementary level, it is only teachers who are named as planners by the majority of respondents. But at the Grade 9 level, Guidance counsellors, teachers and administrators are usually involved; and students as well as psychologists and social workers are included in about half the schools. Parents, other community members, and board level personnel are involved in a minority of schools. Among board-level personnel, the strongest link is to Cooperative Education; over a third of Guidance planning at the Grade 9 level involves staff of the Cooperative Education program and a strong link between career education and the Cooperative Education program exists in the majority of secondary schools.

At the board level, there is evidence of considerable collaboration with school-level personnel, including teachers and administrators, but relatively low levels of collaboration with centrally assigned non-Guidance personnel. With fewer than one third of Board level respondents (typically Guidance Coordinators and consultants) saying that they plan their program with supervisory officers, staff development personnel and/or other curriculum coordinators and consultants, it does not appear that Guidance at the board level is a model for the inter-departmental collaboration and integration of Guidance which is so desirable in schools.

Teachers are as often involved in Guidance program delivery as they are in the planning of the programs. The same is not true for students. Although students are involved in Guidance program planning in about half the schools, their involvement as program deliverers , in peer counselling and peer buddy programs, is limited to fewer than 10% of schools at the Grade 7/8 level, and to about a quarter of schools at the Grade 9 level. Given the value of peer programs for both the deliverers and the receivers, there is clearly considerable scope for expanding these programs especially at the at grade 7/8 level.

Another under-developed delivery strategy is the teacher-as-mentor. Very few programs which include the training or use of teacher-mentors were described.

3. Good Guidance gives a central place to career education in a developmental context.

Career exploration must be an integral part of students'education in the middle years. It should be infused into and across the curriculum, and it must be defined and delivered in a way which is appropriate to the developmental level of the young adolescent.

The importance of good and appropriate career education can hardly be exaggerated. Of all parts of the Guidance program, it is receiving the most attention, for a variety of reasons. First, the demographic reasons: unskilled jobs are disappearing, and students without a secondary diploma and some post-secondary training are much more severely disadvantaged now than heretofore. Second, the social and economic reasons: too many unskilled and underskilled workers, too many discontented and unstable employees, and too few qualified people for skilled positions severely handicaps national productivity and national health and wealth. Third, the pedagogical reason: too many students, discouraged with their apparent lack of success at the academic enterprise and unconvinced that school has any bearing on their future if they are not university-bound, drop out, short- circuiting their basic education as well as their economic futures.

One consequence of the convergence of these factors in pressure on schools to deliver more and better career preparation has been the moving down of the career education focus into the intermediate years. Cooperative education programs, until recently available only to students in the senior years, is increasingly open to younger students. Guidance counsellors have been criticized for being insufficiently responsive to the need for more emphasis on career education; they have seemed to be less sensitive to that need than parents, students, the public at large.

While it may be true that Guidance counsellors are reluctant to see a diminishment of their role in personal counselling, and a shift to more career counselling, the results of the 1990 Ontario Guidance Survey suggest an additional truth: that many of those who are responsible for planning and delivering Guidance programs at the Grade 7,8,and 9 level--whether Board or school level-- define career education differently than many laypeople do. What emerges very clearly is that Guidance counsellors at this level are very concerned with the delivery of career exploration programs, and spend considerable effort developing and delivering them in a collaborative and integrated way. But when queried about their basic goals for their students, they are very unlikely to highlight career choice. Instead, at the Grade 7/8 level they talk about self-awareness, and the need for students to consider the opportunities that exist in light of what they know and can be helped to discover about their own interests and talents. And at the Grade 9 level, Guidance counsellors say their first aim for their students has to do with helping them make wise educational choices and plans. What is clear from the pattern of responses is that, at both levels, Guidance counsellors see the application of accurate self- knowledge and good educational planning to be pre-requisite for eventual sound career choice. The young person who has a good picture of her/his abilities, and has explored some of the many options open; who chooses secondary school courses wisely, and doesn't close off any of those options prematurely; this is the student that the Guidance counsellors we heard from are trying to nurture and support. How well are they succeeding?

When asked what percentage career education is of their school's Guidance program, Grade 7/8 respondents's average answer was 29%; Grade 9 respondents said 42%. While noone has suggested exactly what proportion of a Guidance program should be dedicated to career education, it would seem that secondary schools are devoting very considerable attention to it. Whether more career education is needed, or better career education, cannot be answered by this survey. One observation we can make is that the strong emphasis schools put, at the Grade 7 to 9 level, on programs to prevent dropping-out is an emphasis which might be strengthened by the infusion of more career exploration in place of extra academic remediation. Students who have marginal school records in Grades 8 and 9 may be more motivated to do their homework and stay in school by being connected to opportunities to explore career options and the relationship of coursework to "real" work than they are by extra hours in the learning resource centre.

We do know that career education should be linked to students' regular courses, in order to be meaningful and integral, and in order to make those courses more attractive and relevant to all students, including those not intending to go to university. Half the schools that responded to the 1990 Ontario Guidance Survey say that they have cross-curricular instruction in career education. When schools are divided into elementary and secondary respondent groups, the rates are: 43% at the Grade 7/8 level, and 69% at the Grade 9 level. It would appear that a very high proportion of secondary Guidance programs are addressing the need for integrated career education. Schools are also very consciously addressing the needs of their female students for programs which will encourage them to think broadly and non-stereotypically about the opportunities available to them. More than 60% of the schools we heard from offer programs designed to encourage girls to consider non-traditional careers.

Almost two thirds of schools reported having less than completely adequate resources available to teachers to integrate career planning into their subject areas. Career centres have emerged as outstanding ways of resourcing schools with career information and integrated career education. Some of the most impressive programs described by our respondents came from the career centres, which serve students and staff with large-scale programs as well as small group and individual access. They have the mandate and the capability to maintain up-to-date materials and to make sure that these are available to students in schools as well as at the centres. There are only about twenty such centres in the Province, but they clearly make a very major difference to the boards and schools they serve.

4. Effective school Guidance programs attempt to meet the needs of all the students.

A continuing issue for school Guidance counsellors and teachers is the need to weigh the ongoing interests of the many, who are served by transition programs and educational and career planning programs, against the acute needs of those who are in urgent situations - those suffering from personal abuse, substance abuse, bereavement, etc. School Guidance counsellors are trained to help such students. More of our respondents, both in elementary and secondary schools, wanted to add an issues-based program to their overall Guidance program than a career planning program. In part this may be because they feel their career planning efforts are already adequate. Nonetheless, such choices cause conflicts for counsellors, who are being told by researchers and policy-makers to go in another direction.

Two cautions are in order: first, the usual recommendation, which is to refer students in need to other agencies, is sound; but it is not helpful if other agencies do not exist or have exclusionary criteria or extremely long waiting lists. Second, and very important to understanding the Guidance counsellor's point of view, substance abuse programs and the like are fundamentally also drop-out prevention programs. At the 9-OAC level, Guidance counsellors are trying, most fundamentally, to help students remain in school, where they can receive further education - including career education.

5. Guidance programs are only as good as the people who staff them.

We live in a constantly changing world, and the world of school Guidance is no different. OSIS, which places the school Guidance program at the very beginning of the guideline to the program for the Intermediate and Senior divisions, is only six years old. Its predecessor, called Secondary School Diploma Requirements, but known as H.S.1, placed Guidance in chapter 15 of 17 chapters, where it was briefly and succintly defined as a service to assist students in making course selections, and as the maintainer of student records. (Other functions were also listed, but without elaboration.) The emphasis in OSIS on career exploration, the role of counsellor as instructor, and in "consultation, co-ordination, and liaison activities that support instructional, counselling, student, staff, and community needs", all these define a role vastly more varied, central, and demanding than what was found near the end of the old H.S. 1.

Respondents to our survey said their schools do not have enough full-time Guidance counsellors. They said that was the single thing that most needs fixing to make their program more succesful for students. The next greatest need, they say, is for more in- service support for them to do their job well. Most respondents do not feel that in-service opportunities at their school are as available as they might be for developing and supporting the things they want to do well: transition programs, drop-out prevention programs, career counselling and information programs. These needs were most strongly expressed at the Grade 7/8 level; but most Grade 9 respondents also felt the need for more in-service. It is no wonder, with an aging teaching force, trained decades ago, that people feel the need for more training to deal with the greatly enlarged scope of the Guidance counsellor's job. Boards do provide some of this assistance, as do the few career centres in the Province. Some of the programs described for staff development by Boards are extremely extensive and well-planned. But the demand for more help to do the job well is great.

Perhaps the most encouraging finding of the 1990 Ontario Guidance Survey is that all the things we know about good Guidance happen more in schools and Boards which have created activities, resources, or specific programs which they believe to be effective. That is, when we look back at the total school Guidance programs of those schools which chose to describe a specific effective program, we find a better total school Guidance program. Good structures grow good programs. Here is the evidence:

6. Effective Guidance activities evolve from healthy total school Guidance programs.

The overall Guidance programs of the 565 schools which described an especially effective program in some detail differ[****] from the overall Guidance programs of the 616 which did not, in the following ways:

- They are more likely to have written and agreed upon goals and objectives;
- Their program is more likely to be part of a formal planning, evaluation and review process at the school (not just the Guidance department) level, on an annual basis;
- Guidance counsellors are more heavily involved in collaborative planning of the program; so are students;
- The program is more often linked to cross-curricular instruction;
- The program is less dependent on teachers as the principal delivery agents, but more teachers are involved overall;
- The program is slightly (but significantly) more preventive in focus;
- Board policies are more often translated into implemented practices at the school level;
- School programs have more influence on Board policies and directions;
- Guidance counsellors and teachers have had more experiential in-service training;

[****] All differences reported here between the two groups of schools are statisically significant, usually at the .01 to .001 level.

- More in-service opportunities are provided to Guidance counsellors and teachers;

- Guidance counsellors are more likely to be satisfied with their role in program delivery;

- Teachers are more likely to feel satisfied with their role in the delivery of Guidance;

- A central role for the Guidance program is more likely to be accepted by other school staff as legitimate;

- The Guidance program is more often seen as playing a central role in the school;

- The Guidance program is more often perceived by other school staff as both legitimate and effective;

- Career planning is more often seen as an important component of the school's Guidance program, and it is also seen as more important by the whole staff;

- Resources are more often reported to be adequate for teachers to integrate career planning with other subject areas;

- Students are more likely to be consulted about what they want from the Guidance program;

- The Guidance program reaches a higher proportion of the student body.

This impressive list of characteristics describes schools whose Guidance program head feels that her/his department offers at least one specific program, resource or activity for students which is genuinely effective. Throughout this paper, examples have been given of the specific programs described. It seems clear that these schools, which are almost half (48%) of all the schools we heard from, incorporate the known qualities of good planning, development, and delivery of programs in their overall activity. They are clear about their goals, and they review their progress regularly within the framework of the school's overall goals and educational program. They work with teachers and students to plan and deliver programs which are integrated in the curriculum of the school. They and their colleagues have established a central and respected role for Guidance and career education in the overall structure of the school. The specific program which they chose to describe as effective is not a flash in the pan; it is the natural outgrowth of an overall Guidance activity which has the characteristics of excellence.

CONCLUSION

A K-8 school we know about is attempting to create teacher advisory or mentorship groups for their Grade 6,7,and 8 students. Each teacher in the school has been given a group of ten students with whom s/he meets twice a week for 50 minutes. The goal is to create an atmosphere in which students feel known and valued, and where they feel free to discuss the issues that concern them as students and young adolescents. With the leadership of a principal with vision, the idea of the mentoring groups was positively received by the staff, which is making every effort to implement them successfully. One of the first problems they have run into, however, is the fact that many teachers are somewhat perplexed about how to facilitate a group discussion for almost an hour. What do we talk about? How do we structure it? What are ways of getting students feeling comfortable in a group? How do we know if it's working? It's no wonder that many teachers are unsure how to do something they have little training or experience in doing. While they may be completely competent at keeping students productively occupied for an hour in a math or geography lesson, they have never been trained or called upon to facilitate a loosely structured, non-academic discussion. Guidance counsellors have that training; and those who do their job best have been practicing it for years.

In partnership with teachers and support personnel such as social workers and psychologists, the Guidance counsellor can help to empower staff in the areas identified as important to the school - e.g., student-centred discussion and learning (on both "academic" and other topics), school leadership; codes of behaviour; community service; interactive, experienced-based learning; personal and collective futures; career integration; and the like.

Much has been written about the kind of organization, the kind of leadership, and the kind of curriculum, teaching methodology and evaluation practices that should occur in schools for young adolescents. But one can read through much of this literature without reading a word about the place of Guidance in the staffing or curriculum of an ideal or effective middle school, or early secondary program. Why is the Guidance link missing?

There are no doubt many reasons for this omission, but two seem paramount: first, the place of Guidance in the elementary school curriculum, where Grade 7 and 8 are located, has been extemely precarious, historically; most elementary schools in North America have no staff member whose time is devoted wholly or mainly to delivering Guidance and/or counselling service or instruction. Second, the model of Guidance which exists is,necessarily, a secondary school model, which has evolved to fit the departmentalized model of specialization which distinguishes secondary from elementary schooling.

When one examines the models being proposed both for restructured middle schools and for more effective secondary schools, (especially at the Grade 9/10 level), what one encounters is an attempt to make schooling in those years more like elementary and less like secondary organization. Smaller, more face to face communities, or schools within schools, try to give teachers fewer student contacts and students fewer teacher and peer contacts in the day. Just as, in elementary school, one teacher and twenty to thirty-five students spend most of every day together, so middle school reformers would have students spend their days with only four teachers and 100 peers. Obviously, if one looks more to elementary than secondary schools for models of organization for the middle years, one does not immediately stumble upon Guidance in the elementary mix. It is exactly because, in looking at how to improve schooling for 11 to 14 year-olds, writers and researchers have focused on the elementary end of the continuum as furnishing the better organizing philosophy, they have overlooked the training, focus, and functions of Guidance--which are very under-represented in elementary schools.

Were that not the case; were Guidance alive and healthy and well-represented in elementary schools, one imagines that middle education reformers might have fastened onto the Guidance counsellor and the Guidance curriculum as an essential ingredient in the mix; the very glue, in fact, of the structure they are trying to build; the connector. Middle school restructuring is an attempt to create schools which will encourage students to persevere to at least secondary school graduation, and preferably to post-secondary training. Who and what should be more central to such a middle school than Guidance counsellors/teachers, whose mandate strongly emphasizes facilitating the process of career exploration?

Career education is to be delivered by all teachers, and those with Guidance responsibilities need to facilitate that process with information, in- service training, consultation, co-teaching, and direct program delivery to students. The kind of middle level education we are reading about as most suitable for 11 to 14 year olds, and the kind of job secondary school Guidance counsellors are supposed to be doing, according to OSIS, seem to fit hand in glove. Why have policy analysts overlooked that connection? In part, as we said before, because they have been looking in elementary, not secondary schools for their ideal program elements. But there is more to it than that. There is also the well known and at least partially documented reality that Guidance in secondary schools does not always look like what is described in OSIS. Guidance counsellors are not necesssarily spending their time consulting, coordinating, collaborating, in the ways or proportions of time envisioned there.

As Aubrey[409] details, the school Guidance profession shares a responsibility for this exclusion from the school reform literature:

- Guidance counsellors have not been vocal or political enough to insist on their place in the school, tending to take on too much work and complain too little.
- Guidance counsellors have chosen not to be in the mainstream of education by dealing primarily with personal knowledge, with individual students (whether through educational or personal Guidance), tending instead to isolate themselves and align more closely with school administrators than with teachers.
- Because many Guidance counsellors were trained in older theories, they are often limited by the one-to-one therapy model, which has limited application to a school Guidance setting.

Examining the effectiveness of Guidance programming and considering how its future might look, researchers and Guidance practitioners have identified a number of concerns for Guidance programming, including:

concerns about the focus of Guidance programming

- at the local level, "sporadic, isolated, transitory and fortuitous,"[410] often not well organized, with counsellors unaware of their specific responsibilities;[411]
- the need to move away from past roles which no longer meet the needs of the present, especially regarding personal and social skills to cope with modern society;[412]
- the amount of time spent on crises, increased time with decreased number of students with personal problems; an emphasis on reactive rather than proactive programming;[413]
- bias in favour of university-bound students.[414]

concerns regarding role-related issues

- need for reconceptualization of the role of the Guidance counsellor, with support and involvement of administrators, teachers, parents;[415]
- lack of contact with all students, whether individually or in small groups, which takes away from the potential for Guidance to play its central role in program planning

and monitoring;[416]

- demands on Guidance counsellor's time;[417] too much time on paperwork, Guidance counsellors expected to perform too wide a variety of functions[418] unassertiveness of Guidance counsellors in refusing inappropriate or unrelated responsibilities;[419] administrative and clerical chores unrelated to the Guidance function[420]

lack of resources to support effective programming

- insufficient budget (especially for career education);[421]
- lack of appropriate inservice opportunities;[422]
- lack of provincial support for Guidance with curriculum outlines, stated learner outcomes and lists of approved materials, for integrated used with subject areas.[423]

Factors identified by students and parents as being of concern for Guidance programming include:

concerns about the personal counselling role

- lack of confidence in Guidance counsellors;[424] feeling of nervousness and discomfort, being preached to rather than listened to, not being allowed to make own decisions[425]; not an appropriate place to take personal problems;[426]
- perception that counsellors are only consulted during a crisis;[427]
- fear that confidentiality will not be honoured.[428]

Alan King suggests that Guidance is at the heart of a "good school;" that the difference between effective and ineffective schools has to do with their Guidance programs. Without an effective Guidance program which involves all staff, schools fail to take serious responsibility for solid educational and career counselling for their students--especially those who are not University bound. They fail to ensure that each student is known personally to at least one adult in the school, who will notice when that student is chronically absent, or depressed, or failing. They fail to ensure that parents have an open communication line to someone who knows their child as a person, not only as a math or French student--someone to whom they can speak about the child's educational or career future with some hope of prior knowledge of the child.

Of course, schools may have Guidance counsellors and still be less than effective--especially if the Guidance staff is inadequate in number and/or in appopriate training. King also suggests that appropriate pre-service and in-service training for counsellors should be a priority. The results of the 1990 Ontario Guidance Survey indicate that the need for more and better in- service is one of which Guidance counsellors themselves are highly aware. And an effective Guidance counsellor, King suggests, is a full-time counsellor; not a teacher who has a period or two of Guidance in her/his schedule, and neither the time nor the felt necessity to consider the Guidance program as a whole, and to work with school staff to priorize school goals and to plan systematically.

As schools in Ontario near the 21st century, there is evidence that Guidance programs delivered by schools and school boards are making a positive impact on students' preparation for the future. This is not a uniform happening in every board and school across the Province. Responses to the 1990 Ontario Guidance Survey indicate that in a minority of boards, and in many of the schools that serve children in the middle years, Guidance programs are being developed and delivered in a way that exemplifies good practice, and shows both that it can be done and how it should be done. In those schools and boards, Guidance is not a stand-alone, add-on social service, but an integral part of a unfied program delivered by teachers and Guidance counsellors and students to students. It is a program which is designed for all students, not only those going on to university or community college or those with acute problems. In boards and schools which are delivering effective programs, their emphasis is on promoting school success, preventing failure, making school relevant to the community and to the world in which students live and will be earning their living. Guidance counsellors in these institutions are people who spend a great deal of their time with teachers, students and others outside the Guidance department walls, and who are a resource to staff and students to bring them knowledge about and contacts with community agencies, career centres, other educational institutions, work sites, and employers.

While the majority of schools and school boards have not reached this level of implementation of effective, integrated Guidance programming, the great majority of respondents to the survey indicated a basic understanding of their role and of the needs of young adolescents that appears to be solid and well-grounded. Those working with 11 to 14 year olds understand that educational and career planning are inextricable, and that their efforts are well-spent in programs that encourage children to stay in school and keep their options open. They also clearly understand that, at the heart of good future planning, is a knowledge and appreciation not only of the opportunities which exist in the world, but first of the opportunities that exist in the self--the abilities and possibilities that are one's personal capital.

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APPENDIX 1

GUIDANCE STRATEGIES FOR STUDENTS FROM SPECIAL POPULATIONS AND/OR WITH SPECIAL NEEDS

Native Canadians

- Understand and be sensitive to the context of and conditions created by the Native cultures from which students come, including their impact on the need for Guidance and career education (Likers, 1990; Salason, 1988); Van Hesteren & Pawlovich, 1989).

- Visit the reserves of those Indian students who attend the school (Lickers, 1990).

- Provide concrete reflection and acknowledgement of Native culture in schools (Lickers, 1990).
- Support and facilitate a holistic community approach which includes Band councils, Chiefs, Elders, mental health workers, the school and other relevant agencies (Wattie, 1989).

- Provide and encourage parent education about and involvement in community rather than off-reserve schools (Wattie, 1989).

- Support local control to enable the school to be integral to the vision of community control (Folds, 1988).

- Gather community members to consider the relation of curriculum and Guidance in the context of local control (raising, for example, whether school is an appropriate instrument for teaching about Native culture; how school can be used to maintain Native culture and identity; how Native and non-Native students and staff can learn from each other; how to keep non-Native knowledge from dominating or being favoured in the curriculum) (Folds, 1988).

- Facilitate communication between responsible agencies and Native reservation leaders (Lickers, 1990).

- Where appropriate, put the emphasis of Guidance programming on culturally sensitive personal counselling to counteract the dislocation and alienation experienced by Native youth; e.g., by focusing on the victimized child (Wattie, 1989); by providing personal counselling for students who drop out of school because of homesickness and loneliness (Lickers, 1990; Salason, 1988).

- Support the need for fulltime counsellors in elementary schools (Salason, 1988) to help students with personal needs, educational counselling, transition to secondary level (especially when this involves leaving the reservation) and relevant, culturally-based career education beginning in kindergarten.

- Ensure that transition programs include ESL, life skills management and basic academic upgrading, especially mathematics (Lickers, 1990).

- Encourage the training and support the work of Native Canadian counsellors, who understand the special needs of the students and can communicate with them in their own language and cultural context (Lickers, 1990; Salason, 1988).

- Support the status of trained Native Canadian counsellors (currently, 175 have graduated from a three year summer program and are certificated by the Ministry of Education), including their right to access student OSRs (Lickers, 1990).

- Support peer counselling programs, which are seen as more appropriate than individual counselling by many Native students.

Meeting the Career Needs of Native Canadian Students

- Develop knowledge of Native economic and employment strategies, eduction and training programs, with a focus on understanding appropriate job orientation and readiness skills (Van Hesteren & Pawlovich, 1989) and on defining the parameters of work (Matthews, 1990).

- Infuse K-12 career education with encouragement, provision of successful experiences and strong role models (Ludwig, 1983).

- Provide cooperative education experiences to promote understanding and experience of the world of work (Lakehead Board of Education, 1990; McKemzie, 1984; Timmins Board of Education, 1990).

Immigrants and ESL Students

- Be aware in some detail of the cultural frames of reference of the students with whom they work (D. Abraham, 1986; France et. al., 1986; Friere, 1988; Karayanni, 1987; Magder, 1986; Mullen, 1986); Pham, 1990).

- Understand the role of language in communication and culture (Herr & Cramer, 1988); Magder, 1986).

- Be aware of the special verbal and non-verbal communication problems of non-English speaking students (Abraham, 1986; Karayanni, 1987; Magder, 1986).

- Know their own values and beliefs that might affect students (France et. al., 1986).

- Be tolerant, accepting that all customs are valid (France et. al., 1986; Herr & Cramer, 1988; Magder, 1986; Mullen, 1986).

- Involve parents in the counselling process and other school procedures and activities, strengthening a link to the community and helping reduce the conflicts that students and their families feel by living through two cultural identities (Bhatty, 1987; Friere, 1988; Murphy & France, 1989).

- Pay special attention to orientation procedures for new Canadians, with an emphasis on empowerment (Wasserman, 1982).

- Help students learn problem solving and decision making skills in the context of their new culture (Van Hesteren & Pawlovich, 1989).

- Receive inservice in multicultural education

(Samuda & Crawford, 1980) and understand the impact of cultural differences on the counselling process (Abraham, 1986).

- Be flexible with counselling skills and strategies, making them appropriate to the student's culture (France et. al., 1986).
- Know why and how the student has come to Canada, paying particular attention to the differences between the needs of immigrant and refugee students (Friere, 1987; Magder, 1986; Pham, 1990).
- Interpret cultural factors to the school staff (Bhatty, 1987; Magder, 1986; Pham, 1990), including the effects of shock and relocation on refugee students (Friere, 1987).
- Examine the ecology of the school, its physical and psychological environment, and take steps to ensure that it reflects the multicultural reality of its student population (Bhatty, 1987).
- Use the Guidance role to enhance the development of multiculturalism in the school and to develop a philosophy upon which a multicultural program can be built (Bhatty, 1987; France et. al., 1986).

Meeting the Career Needs of Students from Diverse Cultural Backgrounds

- Understand the effect of cultural differences on the values and customs that regulate vocational behaviour (Karayanni, 1987).
- Provide peer buddy programs and peer counselling about careers (Friere, 1988; Murphy & France, 1986).
- Understand the changes in society that affect vocational behaviour (Karayanni, 1987) and know the governmental regulations and educational and training opportunities available for new Canadians (Van Hesteren & Pawlovich, 1989).

Rural Students

- Provide a Guidance service that is regular and frequent and serves all students (Pryor, 1987).
- Consider the use of a mobile Guidance centre to provide current resources, catalogues and other information materials about post-secondary educational and career options (Pryor, 1987).
- Create opportunities for direct contact between post-secondary institutions and intermediate level students, e.g., through visits by college and university representatives (Haughey & Bowman, 1980).
- Actively involve the community in goal setting through annual community meetings (Griffith, 1986).

Meeting the Career Needs of Rural Students

- Stress the importance of job visits and job experience programs (Pryor, 1987) even if this means taking extended field trips to the nearest city and/or urban centre.
- Promote a program that takes advantage of the rural environment, such as outdoor education camps and archaeological digs (Griffith, 1986) or job experience programs in ecologically related fields (Rose, 1990).

APPENDIX 2

GUIDANCE AND CAREER EDUCATION IN THE PROVINCES AND TERRITORIES OF CANADA

In this section, Guidance and career education are placed in the framework of educational policy set by the provinces and territories of Canada. The section is organized geographically, beginning in Eastern Canada with Newfoundland and Labrador and moving west to the Yukon.

Newfoundland and Labrador

Newfoundland is currently faced with severe economic problems, including the highest rate of unemployment in Canada. Social changes are seen in seasonal employment that results in long periods of unemployment and/or multiple occupations, an increasingly female workforce, a shift from rural occupations and a mobile labour force. New work concepts are being explored, including temporary employment, job sharing and reduced work time. All of these social and economic factors have an effect on education in the province.

Career development is being redefined, moving away from a focus on specific occupational choices to perceiving education as a lifelong process of awareness, exploration, preparation, adjustment and flexibility. Guidelines (in progress) for the development and delivery of Guidance services K-12 emphasize three stages of career education: awareness of self and others (K-6); beginning career exploration and the development of effective decision making skills with a thorough knowledge base (7-9); job/career exploration and preparation (10-12). Over a period of time, elements of career education will be infused into the K-8 curriculum.

A Grade 9 pilot course focuses on career exploration. Career Education 3101 (senior level) focuses on career planning, emphasising self awareness, the world of work, decision making and related educational planning. Every school district in the province has a model career information centre.[429]

Nova Scotia

The delivery of Guidance and career information is decentralized, with no prescribed policy or courses from the provincial level. Each district is responsible for developing courses on the basis of its own assessment of local need. Provincially, Guidance is situated within the Department of Curriculum Development. the "vast majority" of Nova Scotia's 168 FTE Guidance counsellors work in grades 10-12, with very few at the

K-6 level and some in grades 7 and 8. Guidance is delivered primarily by teachers while Guidance counsellors serve as consultants to and coordinators of this process. Although Guidance counsellors are not required to have a specialist certificate, in practice most school boards in the province hire people with training in guidance and counselling.

The four aims of Guidance - social, personal, educational and career - are seen as interrelated, with curricular strands at the intermediate level on self, personal relationships, human growth and sexuality and career education. In its expanded definition, career education is intended to be infused throughout the curriculum with an emphasis on self-awareness and an understanding of one's place in the world. More traditionally, in the delivery of job and educational planning, career education is sometimes linked directly with mathematics, science and social studies. In addition, some subject guidelines indicate that teachers should address career-related issues in their classes. Whether this integration is achieved, however, is left to the teacher.

Nova Scotia has moved away from offering trades training at the secondary level, passing that responsibility to community colleges. The department of Advanced Education and Job Training, Career Services, provides career counselling for youth who are considering attending community college or who have dropped out of school.

Guidance counsellors continue to do personal counselling, generally to identify and refer students with serious problems to appropriate agencies. In rural areas, where community resources are limited, counsellors take on more responsibility for direct services than their urban colleagues. Small group work to provide counselling for troubled students is "catching on slowly," with support from the provincial level through the provision of inservice workshops.

Prince Edward Island

The PEI Ministry of Education defines Guidance as a developmental program for personal, social, emotional, career, moral-ethical, cognitive and aesthetic growth. Policy promotes the integration of the components. Counselling is seen as a process to assist students in acquiring self-understanding and developing interpersonal skills and problem solving capabilities.

The aims of Guidance and counselling services are to gain knowledge and appreciation of self and others; develop relationship skills, ethical standards and a sense of responsibility for self, others and society; gain information that will enable appropriate choices and decisions to be made about life and career opportunities.

At the local level, Guidance is delivered by qualified counsellors and consultant staff with the contribution of administrators and teachers. Career education is locally developed. The grade nine curriculum includes a component on decision making and every high school has the computer program CHOICES.[430]

New Brunswick

. At the provincial level, Guidance is divided into two branches and linked to curriculum (for program development and implementation) and student services (for the service component). At the local level, it is the responsibility of each school district to hire counsellors at whatever ratios they district deems appropriate. Most give Guidance a high priority.

Guidelines for New Brunswick Guidance services are provided through three documents focusing on the role of the school counsellor at elementary, junior high and high school levels. 112 FTE Guidance counsellors, 85% of them trained at the Master's level, work with grades 1-12. Given this relatively few number of counsellors, they are viewed as support for teachers who deliver Guidance programming. Guidance counsellors are specifically mandated to provide Guidance-related services and not administrative functions. For students with personal needs beyond those dealt with in the curriculum, group counselling is increasingly the preferred mode of Guidance service delivery.

New Brunswick has developed a provincial junior high school Guidance curriculum for grades seven to nine. At the intermediate level, Guidance is defined broadly and focused specifically on career education. The goals of Guidance are deliberately and formally articulated with those of other subject areas, an integration which is seen as necessary for a comprehensive and balanced Guidance program within each school. Guidance counsellors regularly work in teams with teachers and administrators in planning.

The units include lesson plans, objectives, background information, resources and materials for the unit and follow-up activities. The grade seven unit (a minimum of 20 periods) deals with transitions, study skills, self awareness and understanding of others. The grade eight unit (a minimum of 20 periods) covers a review of study skills, decision making and awareness of self in relation to a range of career clusters; the career component includes an exploration of values, attitudes, interests and individuality followed by an examination of careers grouped by subject area, the Holland Codes and CCDO major groups.

In grade nine, students focus on their "place in the world of work," exploring interests, abilities, aptitudes, sex role stereotyping, working conditions, job entry requirements and responsibility. Educational planning for high school includes consideration of occupational implications. The unit also focuses on job search skills, such as resume preparation, letters of application and application forms, interviews and employer expectations. Communication skills and interpersonal relationships are part of the unit, with topics on verbal and non-verbal communication, listening skills, family and peer group dynamics, friendship, conflict resolution and saying no. The grade nine unit takes a minimum of 40 periods, half for the career components, one fourth for educational planning and the remaining quarter for communication and interpersonal skills.

Special initiatives currently highlighted at the Ministerial level include:

- a focus on peer tutoring and helping programs, with a Provincial retreat for 20 Guidance counsellors and 90 grade 7-12 students; peer helpers represent a cross-section of the student population, including students who are not high achievers;
- an Inter-Ministerial Committee (representing the Ministries of Education, Advanced education, Health and Community Services as well as outside agencies) to develop a network of provincial trainers to aid teachers in the development of Guidance related skills;
- New Brunswick Youth Strategy, a federal/provincial program for youth at risk, especially in regard to the transition from school to work; parallel access centres provide counselling for youth whether or not they are enroled in school.[431]

Quebec

Guidance and career education are explicitly separate in the province of Quebec, with teachers responsible for delivering career education, primarily in groups, and counsellors responsible for orientation (counselling).

Career education is based on a process of personal development in which students learn to identify and analyze their interests in order to make an appropriate fit with their abilities. The goal is to acquire cognitive and attitude skills to meet social and personal needs and in so doing to be independent and take full responsibility for educational and vocational choices. The focus for the first and second years in secondary school (grades 8 and 9) is on exploration of self identity and school and professional environments. Third year secondary (grade 10) provides the opportunity to analyze and synthesize the information gained in the previous two years. The goal for fourth and fifth year is to develop clear vocational preferences and make the appropriate plans for achieving them.

One focus of Guidance and career education is on the transition from school to work. Seen as a time of personal exploration, analysis and evaluation, the secondary school experience must permit students to process information in terms of their occupational needs and interests. Vocational development for secondary school students is thus an important transitional need. Components of "vocational Guidance intervention" include: an awareness of the developmental process of career choices; awareness of the effects of one's own ideas and resources, including an exploration of "false ideas" regarding vocational goals and choices; encouragement, support and advice for youngsters in recognizing and making a commitment to appropriate choices. The student's active involvement in the process is crucial as is teacher evaluation of the student.[432]

Manitoba

The goals for Guidance and career education are based on needs arising from socio-psychological development and characteristics of society. This developmental approach focuses primarily on personal/social needs as central to rational decision making and problem solving, with the career component forming a small part of the whole. Draft provincial guidelines which provide goals and a rationale for Guidance services are currently being tested. Programming is school-based with district and provincial consultation. Because of the large Native Canadian population in Manitoba, a great many resources and materials specific to the Native context are used.

Guidance programs exist on a continuum of developmental/preventive to crisis/remedial activities, with all school personnel being responsible for interdisciplinary team delivery. The counsellor provides counselling (individual and group); coordination and consultation; instruction; testing and appraisal; referral to and liaison with community agencies; and information services.

Other Guidance functions include: the promotion of institutional support/collaboration (school, home, agencies, community); research, monitoring and development of staff understanding of students' personal, psychological and learning needs; regular, ongoing evaluation (at least annually) as an integral part of the program cycle at the school division level.

The aim of career education is to integrate elements of self-understanding, understanding the world of work and career decision-making, through awareness (K-4), exploration (5-8) and information and planning (9-12).[433]

Saskatchewan

A formal provincial policy statement is currently being developed in two stages: the instructional phase, which is in process now, and the services phase, which will be developed in the near future from previous general Guidance policy. The new statement evolves out of research and recommendations made by a provincial level Curriculum Advisory Committee.

Currently a new core curriculum is in place for grades 6-9 which include 50 minutes per week for Guidance, delivered by teachers. Guidance and counselling services for the middle years will most likely be a school responsibility to be delivered by team consisting of teachers and principals. It is expected that Guidance services will be integrated throughout K-12 with special courses at the middle and senior years.

Guidance services will be concerned with education, career and personal/social aspects of students' lives. It will have a life management orientation with a developmental perspective. The previously broad guidelines allowed teachers to take different school-based approaches which were therefore difficult to evaluate and monitor with consistency. The new guideline will include a strong focus on evaluation and defining clear goals and objectives. The intention is to find a balance between process and public expectations for product: to develop competencies with enough "meat" to be concrete and reach objectives. The implication for this is that the senior years will be more traditional while the middle years will have a developmental focus.

The criteria for an effective Guidance program are related to building common principles for life management, through:

- a systematic approach to planning, structure, implementation and evaluation;
- a systematic developmental sequence of intervention to provide continuity for transitions;
- a focus on development and building of skills rather than on acquiring information;
- creating a supportive school climate;
- allowing room for individual differences;
- challenging materials and resources;
- meeting the special needs of the population being served, especially girls/young women and Natives;
- support of services (e.g., counselling) and programs such

as cooperative and work experience which will promote the transference of skills.[434]

Alberta

Provincial policy for comprehensive Guidance and counselling services will be available this year. The aims of Guidance are the development of three sets of personal characteristics: ethical/moral, intellectual and social/personal. Specific goals of Guidance and counselling services include improving the student's school performance (53% of Guidance services are focused on this goal); increasing her/his understanding of the world of work and the relation of school to preparation for work (34% of services); and enhancing the student's personal and social life (13% of services). These goals are achieved through developmental (44%), preventive (35%) and crisis (21%) programming. Structurally, Guidance is part of Special Education Services.

Guidance and career education are integrated with the health curriculum from kindergarten through grade nine and delivered through a compulsory Career and Life Management course in high school. Guidance is delivered by school counsellors with graduate school training in counselling as well as by teachers, principals and vice-principals. Cooperation with community agencies and parents is stressed. The team approach is favoured and a structured approached is preferred through the specific assignment of time and responsibility for services and through the evaluation of programs. The Guidance counsellor's role includes consultation, coordination, counselling and career development.

School Guidance and Counselling Services include:

- educational services: assessment, facilitation of transitions, assistance in dealing with handicaps, program planning, course selection, post-secondary information, information about school;
- career services: assessment of interests and aptitudes; information about the world of work; the relation of student educational and career plans to abilities, interests, values, attitudes and goals;
- personal/social services: provision of or referral to services to help students develop positive self-attitudes and cope more effectively with school and their life.

Alberta Guidance services are based on a number of assumptions about education and the role of Guidance, including:

- Guidance and counselling services are an integral component of an effective, caring school.

- Guidance and career education are not add-on services but a vital, dynamic part of the school's total education program.
- School is a cooperative effort.
- The majority of students are developmentally normal and healthy.
- Exceptional/atypical students require greater and more specialized assistance.
- All staff members are responsible for fostering educational, personal and social development.
- There should be a common set of expectations for Guidance and counselling services from students, parents, administrators, counsellors and teachers with input from all in developing the Guidance experience.
- Guidance and counselling services are defined in relation to the needs of its client groups, with student needs primary.
- Guidance and counselling are related but not synonymous tasks, with distinct functions and activities.
- Career planning is a lifelong process.

Career development from kindergarten through grade 6 is focused on self-awareness and positive self attitudes, the role of the student as a worker and orientation to the world of work. The junior high years (grades 7-9) are exploratory, relating abilities, aptitudes, interests, needs and values to broad occupational areas and related educational planning; initial job search skills are introduced and the awareness of jobs and working conditions is expanded; the social, economic and personal significance of different kinds of work is also introduced. In high school (grades 10-12), students continue job exploration and begin preparing for their post-secondary work or education; self-assessment is intensified as career expectations are compared with physical, intellectual, social and emotional aspects of self.[435]

British Columbia

The current policy, which dates from 1971, is not widely in use at this time. Guidance is presently being carried out by district initiatives rather than being centrally derived. A new provincial career guide, (Learning for Living) will take effect in 1993, when the new educational structure (primary K-3, intermediate 4-10 and graduate 11-12) is in place.

Guidance is defined as programs focused on the individual abilities, attitudes and knowledge required to deal effectively with self, others and society through the development of interpersonal, decision-making and planning skills as applied to personal, social, educational and career concerns. Guidance counsellors work primarily with grades 8-12, although there are elementary counsellors in some districts in the province.

As of 1993, work experience will be required for all students in grades 11 and 12. The pragmatic implications of this policy are not as yet worked out but in some case mentoring experiences and classroom preparation may count as work experience. Because of this Learning for Living requirement, emphasis now is on work experience preparation in grades 7-9, although personal requirements for healthy living (i.e., mental and physical well being) would formerly have been considered more important at these grade levels.

Guidance is integrated formally (through the Learning for Living guide) with health and family life studies. It is also formally part of the humanities division as it fits into the "larger context of being" and is informally integrated with social studies and science as well.

Career education in British Columbia begins in the primary grades and continues throughout school. In primary school (K-3) students learn about positive self-attitudes and consider possible roles in life; awareness of a variety of careers is provided and students begin to understand and define their own interests. In the early intermediate grades (4-6), students explore their interests and aptitudes; they begin to set goals and gain an awareness of social change and the effects of technology on work; the concept of career clusters is introduced. During the late intermediate years (7-10), students are involved in exploration and skills development including: responsibility for decisions; self direction; self awareness re careers and lifestyle; development of skills; entrepreneurial studies; job seeking and keeping; awareness of lifelong career education, planning needs; involvement in the community; multiplicity of roles throughout life; the dynamics of work.[436]

Northwest Territories

Organized through Divisional Boards, each of which controls education in its region, there are 72 schools in the Northwest Territories with 55,000 students. Four or five of the high schools have Guidance counsellors; in all high schools the Guidance program is determined by the principal and based on the specific needs of the school.

There is no overall Guidance and career education policy at this time. The nature of support required in schools through

Student Services Programs (where Guidance is situated as one among equals with psychological services and special education) is currently being examined. Within this structural framework Guidance is defined broadly, using a combination of student support prevention strategies and programs with crisis support.

The new policy will not be developed from the top down; rather it comes from the local base of Divisional Boards. This has been a long term process (which is almost completed) of approaching each Divisional Board across the Territories to ascertain how the central Department of Education can best provide it with help. It will be a culturally based curriculum with all programs geared to Natives who are the majority. Teaching/learning centres use Natives to design curriculum materials. One board has developed its own Student Support division. Some schools have developed their own Guidance programs; e.g., one has combined career development with the social/personal issue of alcohol abuse.

Goals for Guidance and counselling include helping students develop a sense of direction and purpose to deal with personal and career issues; and self-awareness and the ability to relate personal strengths to career preparation. Career education is seen as less important than prevention support strategies (e.g., to deal with the high rate of suicide among Native youth). There is a critical need to deal with the full range of future issues and options, including non-wage earning futures (e.g., subsidizing land opportunities) which are common in the Territories. People tend to equate success with the ability to acquire employment, i.e., success is a wage earning job; by this definition, "in the North we would be preparing kids for failure." An important part of career development, then, is the need to identify real alternatives for students to wage-based employment.

While Guidance is separate from curriculum, many Guidance counselling components are related to or part of the health curriculum; a K-9 program has recently been developed. There are alternative programs (eg, Community Occupations Program) for select group of students who have missed school or are significantly behind their grade level. These students combine a program of work related and academic experiences, something like a co-operative education program.

As part of the Student Program Services Department, two training sessions for School Community Counsellors have recently been completed. The sessions comprise a 16 month program, half of which is served in the field. Currently there are 23 School Community Counsellors in the Territories (all of whom are Natives) who provide a liaison role among Natives to help parents understand the education system and their children's needs. This could be one of the most effective counselling programs in the Territories as there are many values within the Native culture to which counselling lends itself (e.g., effective listening, the oral tradition). The aim is for community based schools K-12; small communities do have high school grades now although there are still three or four residences in the Territories where students have to live away from home in order to attend high school.

Career education in the Territories is an important aspect of Guidance, especially because of high levels of unemployment. It is defined in a broad sense as the development of social/personal skills and interests in relation to career choices. However, the students must deal with the emotional and social issues in their lives before they can deal with careers. In the last five years, there has been a greatly increased need for support services for this purpose.[437]

Yukon

The Yukon education system is too small to be able to develop much of its own material; there are 25 schools in the Yukon with 5500 students. Generally the Yukon follows British Columbia curriculum and policy, which for Guidance means it is currently moving toward a new structure of K-3, 4-10, with no prerequisites for entry to 11-12. The Learning for Life curriculum (see B.C. description) will provide the basic thrust for Guidance and counselling in the Territories.

Guidance is integrated with health and family life studies as part of the humanities strand. It is also integrated with social studies, English and language studies. However, it is defined as the development of self-concept and skills required for job preparation. Its goals are minimally theoretical (self-concept and self-knowledge) and primarily functional (the exploration of career choices). With this emphasis, there is a concern among some educators in the Yukon that schools might become job training institutions. "There is only one window in life for most people to understand and be exposed to civilization, e.g., history, Shakespeare; we must preserve that window."

Career education is delivered by teachers and, in the one large central high school, by Guidance counsellors. The depth at which career education occurs is dependent on the school, although with the new Learning for Life guide, career education will be more clearly mandated and consistently delivered. An innovative job shadowing program is focused on environmental work (eg, working with biologists, geologists).[438]

SUMMARY: GUIDANCE IN THE PROVINCES AND TERRITORIES

Guidance and career education are alive and well in Canada. Provinces and Territories are responding to curriculum needs be redefining and/or re-emphasizing the importance of career education. Four Provinces and one Territory (Newfoundland, Manitoba, Saskatchewan, British Columbia and the Northwest Territories) are in the process of developing new guidelines for Guidance.

A developmental approach underlies most of the programs. Career components, although not formally infused, are integrated with academic courses in many jurisdictions.

The sensitivity of the Northwest Territories Guidance program and materials to the needs of its constituents (primarily Native Canadians) is exemplary. It is also the only jurisdiction which mandates regionally based (Divisional) planning and policy development. The Yukon's job shadowing program provides another exemplary focus on how to use the local environment creatively while promoting experiential and socially relevant learning.

Guidance in the Canadian Provinces and Territories (except for Quebec) follows the North American model of an integrated service which recognizes the importance of individual growth and a positive self-concept in the development of life goals. Virtually all of the jurisdictions employ Guidance counsellors, although teachers are also responsible for delivery of Guidance programming, especially at the intermediate level.

Guidance and career education are perceived as life-long processes, with specific occupational preparation taking second place to the development of employability skills. The emphasis for the transition years, grades 6-9, is for most jurisdictions developmental, focusing on self and career exploration.

APPENDIX 3

GUIDANCE AND CAREER EDUCATION IN AN INTERNATIONAL CONTEXT

Among the many national movements throughout the 1970s that sought to change the focus and program for education, Guidance and career education have received considerable attention. In many cases because of a perceived relationship between education and the national economy, career education in particular has received renewed emphasis. While there are many differences in how national policies provide appropriate educational programming, there are common factors in the need to focus on Guidance and career education and services:[439]

- increased links between education and work;
- attention to increasing youth unemployment;
- the need for workers who are functionally literate, able to work with complex technological apparatus and committed to being productive in their work;
- the increased number of women in the workforce;
- the large numbers of students who are unemployable because of poor attitudes and/or skills and who lack personal goals;
- realization that the implementation of technology is a human problem not a technical one.

The differences that occur in Guidance and career education internationally reflect a number of variables: national educational policy; pedagogical beliefs; the availability of educational resources; the state of the national economy; and the level of national unemployment, particularly among youth.

The common approaches for delivering career education are integration and separation. In the former, academic subject matter includes career development and work-related examples and concepts, either in a formally infused (integrated) curriculum or as an add-on to classroom material. Integration is viewed a particularly North American solution to Guidance and career education needs.

Separation involves an emphasis on occupation-specific skills training, apprenticeship programs and vocational education. It tends to de-emphasize the developmental aspects of career education and focus instead on work experience as preparation for a specific job area.

The following pages summarize the focus for Guidance and career education in 22 countries. These are alphabetically presented in two groups: first, in very brief descriptions of 15 nations and then in detail about an additional seven countries.

International Guidance and Career Education Programs in Brief

Arab Nations

At a 1984 Conference on Psychological and Educational Counselling in Kuwait, 24 professionals representing all of the Arab nations, completed a questionnaire about educational services. Most participants reported that, while counselling services are offered in their schools, counsellor education programs are not available. The primary rationale for providing counselling was reported as economic, social and personal development to support both national and individual needs. The high rate of illiteracy in many Arab nations combined with youth unemployment, poverty and rural-urban migration patterns, provide counsellors with a potentially important educational role. This is countered, however, by the traditional value of punishments and stimulation of feelings of guilt as common educational tools. In a culture where psychological disturbance is somewhat stigmatized, there is little support for a clinical or therapeutic role for Guidance counsellors.

Brazil

The primary educational focus is on reducing the high level of illiteracy among the Brazilian population. In concert with this focus, some curriculum has begun to consider problems of work and employment.[440]

China

Secondary schooling is focused on equipping students with vocational skills. Students also learn about the changing world of work and receive Guidance and information about manufacturing and other work closely related to the national economy. Decision-making is seen as an important aspect of preparation for work. Counselling is perceived as a personal need which is traditionally serviced by neighbourhood councils and extended families.[441]

France

The French school system at the secondary level is strictly partitioned, or streamed, into technical and general lycées with separate curricula that prepare students for different, and usually gender stereotyped, futures. Graduates from both systems receive a common credential, the baccalaureate. Career education, delivered through the national employment service in local Centres for Information and Orientation, is traditional with an emphasis on testing.[442]

Greece

Although a 1976 recommendation called for integration of career education with the secondary curriculum, it is still primarily delivered separately. Careers teachers spend approximately one-third of their teaching time on this subject.[443]

India

As part of a secondary Guidance program, students receive academic and vocational information, evaluation and individual counselling services. Barriers to the effectiveness of this approach include very large classes, few resources, the formal teaching methods, the strong family influence on a student's choice of careers and an emphasis on traditional gender roles.[444]

Israel

The first counselling services in Israeli schools were initiated in 1960. The objectives of these programs were to help students with vocational planning and learning difficulties, with a focus on grades 7 and 8 and on disadvantaged students. School counselling is delivered by Teacher-Counsellors who attend university at the B.A. and M.A. levels in counselling education. The original complement of 34 Teacher-Counsellors in 1960 grew to almost 1400 by 1981. Teacher-Counsellors now work in schools and in the Ministry of Education; they also provide vocational assistance through the Ministry of Labor, encouraging students who have dropped out of school to work and learn simultaneously.[445]

Japan

Japanese education is closely tied to the needs of its economy. Education is perceived as a lifelong process, while work demands personal loyalty and commitment. Career education occurs primarily - and peripherally - in secondary school, through lectures, demonstrations, exhibits and visits to job sites. Most lower and upper secondary schools have one or more career Guidance teachers (usually subject teachers who provide an informational and consultative role for the school). The primary responsibility for delivery of Guidance lies with the homeroom teacher. The formalization of education provides opportunities for group Guidance-like activities in school. For example, in response to bullying in one school, group consensus was attained through classroom and school-wide discussions. Regular classroom meetings and daily morning assembly programs are means by which a positive school environment is maintained by developing group caring for the school and discouraging disciplinary problems and lying or dishonesty. For many students who leave school, Japanese industry supports massive training programs, most of which require workers to live in special housing at the job site.[446]

Kenya

Although there are few links between school and work, Kenyan educators are attempting to integrate career education with the traditional curriculum, including a focus on decision-making.[447]

Korea

Secondary schooling includes a strong emphasis on giving students vocational skills.[448]

Latin America

In many Latin American nations there is an attempt to introduce one hour per week of career Guidance through the form teacher. In Venezuela, "Education for Work" is a formal school subject.[449]

Nigeria

Junior secondary school (grades 7,8,9) emphasizes broad goals of preparation for life and higher education, including both prevocational and academic orientations. Guidance and counselling are only slowly become a part of the curricular at any level of Nigerian schooling. As there has not been a Guidance presence in the school until very recently, most counsellors are viewed with suspicion and as a threat to the considerable authority of school administrators. While the counselling role is widely accepted as a community function, the most successful school-based Guidance is career-oriented.[450]

Poland

Career education takes the form of displays of simple monographs on different careers. An emphasis is placed on assisting young people to create work experience contracts with employers.[451]

Rumania

Most secondary students are required to learn about the local economy and related worker needs through interviews, lectures and visits, with the form teacher taking a central role. The emphasis is on each student's responsibility for making a job choice.[452]

Spain

Career education occurs by local initiative only, adapting materials from other Western nations. Legislation governing Guidance is "sporadic, chaotic but inspiring."[453]

Australia

Curriculum reform and the relationship between general and vocational education are currently being vigorously debated, with state and national educational authorities issuing 21 major reports between 1981 and 1987. Most of these strongly support the role of education in the development of human resources as central to a solution to Australia's economic problems. Challenging this view are educators who are fearful of an "instrumentalist" solution that streams students into vocational and general educational programs. Citing the lack of evidence for a causal relationship between post-compulsory education and national productivity and wealth, increased expenditures on education are seen as an effect rather than a cause of economic prosperity (in the U.S., for example, while the lowest income people have increased their percentage of total years of schooling, their share of the total national income has declined).

The technical and future education program (TAFE) involves post-compulsory students (grades 11-12) in a combination of secondary school study and work, with the goal of retaining students who might otherwise leave school and attracting those who have already left to return. On the job training and work experience programs have become increasingly popular; in 1984, 96% of state run schools with post-primary students made 85,000 one to two week work experience arrangements. In considering work experience programs, which were begun in 1974 through the Education (Work Experience) Act, some researchers believe that they have had little positive impact on either academic performance or work-related skills and attitudes. Other research indicates that many Australian students have naive and idealistic belief systems about work which the educational curriculum must challenge through the development of social and group skills, personal development programs, closer liaison between employers and school and a decreased emphasis on academic subjects. According to these Australian educators, studies should be "applied" and "practical" rather than "vocational," to ensure the development of critical thinking, creativity, positive social skills and social egalitarianism.

In developing an effective vocational/careers education, there appears to be agreement among government officials and educators about the need for a positive alliance and cooperative planning between industry and education; the development of skills and attitudes to support lifelong learning; and the importance of understanding the broad political, economic and social forces which influence work. Government reports notwithstanding, Guidance and career education in Australia takes a broad approach.

Pastoral care forms a separate aspect of Guidance education in Australia and is modelled on the British system of providing a caring school environment which pays attention to student emotional and social needs. Delivered primarily by teachers (usually home form teachers), pastoral care is less formalized than other curricular focuses.[454]

Denmark

The School Act of 1958 made vocational orientation compulsory, without specifying the extent or content of studies. Renamed as vocational and education orientation in 1976, these classes have been compulsory for students in 7th to 9th forms (middle years) since. Students receive 48 lessons over three years, including vocational studies in education and labour conditions, and participate in one to two week work experience programs and job site visits. Educational and career Guidance in Folkeskole (forms 1-10) is delivered primarily by class teachers with assistance from teacher-counsellors, none of whom are professionally trained as counsellors. 80% of the population also has access to specialist School Advisors for educational and vocational orientation, who are teachers working as parttime consultants and who assist teachers in arranging job site visits and planning career education. Students with special needs are assisted by Curators, who help with learning difficulties, personal and social problems and career decision-making.

Mandated since 1977 in the Gymnasium and Studentkursus (upper secondary schools), students receive compulsory educational and vocational Guidance in social, financial and personal matters related to their educational and career choices and in basic study skills. 90% of the schools offer Public Vocational Guidance Service meetings about further education, at which people from trade and industry are often asked to participate. Individual Guidance is also available, especially for early school leavers.

Students enroled in basic vocational education courses (commercial and technical Vocational Schools) are provided with educational, social and financial counselling both individually and in groups. Emphasis is on education and training options and the transition from school to work. Counselling is done by teachers, who also teach parttime.[455]

Finland

There are two basic systems of counselling and Guidance: vocational Guidance which is run by the labour administration and counselling for students provided by educational authorities. Emphasis is placed on cooperation within and between these services, although there is some controversy regarding where responsibility for vocational Guidance lies. Vocational Guidance helps individuals solve problems about their careers, occupations or jobs with an explicit policy of priority given to the client's interests rather than to the needs of the labour market. Approximately 10% of comprehensive school students (through age 15) and 20% of senior secondary students (ages 16-19) are referred to a vocational Guidance counsellor, who is a trained psychologist.

Upper level comprehensive school students (ages 13-15) receive one period per week of counselling, beginning in the first year with meeting transition needs (study skills, positive use of leisure and enhancement of self-awareness). In the last two years of upper school, students receive a total of 15 days familiarization with vocational training and/or work sites as well as individual sessions about career and education plans as needed. Most counsellors are teachers with one year special training for counselling at university; each counsellor has a load of 200-300 students.

Senior secondary school students (ages 16-19) receive 38 periods of counselling per year for two years and 19 periods in each of the last two years, delivered by specially trained counsellors and home room teachers. Counselling serves both educational and vocational needs, including learning skills and adjustment to the first year of secondary school, training for self-awareness, careers information, working life and opportunities for further study. All second year students have two days of working-life familiarization; individual counselling is also available.

Counselling at vocational schools is highly integrated with the entire school experience, beginning with the student's entry and choice of specialization and continuing through to assistance with job placements at the end of school. All teachers participate in counselling, with personal counselling being the responsibility primarily of specially trained counsellors. There are very few job apprenticeships in Finland.[456]

Germany

[The following comments are made within the parameters of the pre-unification status of West Germany.] The 12 West German states maintain educational jurisdiction with a national vocational Guidance service administered by the Federal Office of Employment. Each state is responsible for initiating, implementing and evaluating its school Guidance and counselling services. School counselling is a relatively new phenomenon in German schools, beginning in 1953 with a personal counselling training program for teachers in the state of Hamburg. Other states did not begin to develop counselling programs until the middle 1960s.

Following grade 4, students are streamed into schools supporting one of three futures: trades and semi-skilled labour (5 years of Hauptschule for 59% of the students); public administration, commerce, industry or polytechnical college (6 years in Realschule, for 21% of the students); and university (9 years in Gymnasium for 15% of the students). Students who attend Hauptschule or Realschule take an additional 3 years in an occupational internship (parttime work and school) or occupational school. There are thus two crucial decision points for West German students, in grade 4 and grade 9.

There are few Guidance Counsellors in West German schools; most career Guidance is done by teachers. Because of the formal involvement of the Career Counselling Division of the Federal Office of Employment, however, the articulation between vocational goals and higher education is well developed. Students receive four hours of career orientation sessions in grade 8 which focuses on career information and post-secondary training opportunities, personal career needs and decision making and an overview of services available at employment centres, where individual career counselling takes place. Counsellors also meet with parents. Within the school setting, career components and credit courses in careers are offered and career site visits encouraged.[457]

Sweden

The Swedish National Board of Education is responsible to the Ministry of Education and the Riksdag (Parliament). Students attending Compulsory School (ages 7-16) are required by the central curriculum to receive a total 6-10 weeks of work experience, including at least one week in each of three areas: technology/manufacturing; commerce, communications, services, agriculture, forestry; clerical, administrative, nursing and care, teaching. The purpose of this practical vocational experience, which usually occurs after age 13, is to acquire knowledge of different work areas, occupations and job sites as well as insights into trade unionism and the laws of collective agreements. Student participation in planning and school decision-making is mandated.

The central curriculum for upper secondary school (ages 16-18) provides 2, 3 and 4 year lines (course options) and 500 specialized courses (from several weeks to several years in duration). Except in isolated areas, most upper schools integrate vocational and theoretical studies. Programs of study and the number of places in each are determined by the National Board of Education based on frames defined by the Ministry of Education and the Riksdag in the context of student demand and national employment needs. Working life orientation is compulsory for all upper secondary school students. Most vocational lines include work experience and training.

As defined by national policy, individual educational and occupational choices are an ongoing process, thereby requiring Guidance from the first year of school which assists students in developing values, positive attitudes, knowledge, self-awareness and critical and independent thinking skills. All staff have responsibility for study and vocational Guidance/orientation (SYO), which is considered a "natural ingredient" of all teaching subjects through the integration of work and training into all subject areas. In addition, SYO Advisors, who have graduated from a 3 year program at a school of education, and a small number of career teachers provide counselling for individuals and in groups.

Emphasis on equity for girls in technical and vocational education is national policy, supported by a 1983 government information campaign; a number of national policy papers; teacher training initiatives; special field trips for girls; separate instruction for boys and girls in some science and technology courses; and bonus points for entrance to non-traditional courses of study, for girls and boys, in upper secondary school.[458]

United Kingdom

The first Guidance training program in Britain was initiated in 1965. Since 1974, every local school division is required by statute to have a Careers Services Department (CSD). Administered by the school division, it is ultimately responsible to the National Careers Services Branch of the Department of Employment, which determines uniform national standards for the service. The purpose of the CSD is to help students make a "satisfactory transition" to further education or work following upper secondary school (ages 14-15) or sixth form (ages 16-17), by working with students, parents, employers, schools and colleges and by providing job searches and training as well as resources for students with special needs. Its mandate has been affected by the serious economic conditions Britain has experience in the last two decades, broadening and diversifying its function within schools.

Formal in-school career counselling is provided for secondary school students (ages 12-18) by careers teachers/advisors, who provide in class instruction and individual interviews in careers education and who organize links between school and local industry and businesses. Less than 10% of these career teachers are trained in career education, and they usually are provided with no administrative or classroom resources. Career officers, who are professionally trained in career counselling, work out of the school Board or central office. They meet individually with students in the final year of the lower form secondary school (age 13) to discuss educational and career options; and they meet in groups with fourth year students (age 14) for further discussion. All fifth year students have individual vocational Guidance interviews supported by written reports, parent discussions and student questionnaires, from which the career officers develop a written report suggesting next steps. Additional career counselling is provided by employment advisors, unemployment advisors and community-centred career officers (who work with early leavers).

Outside of the school, youth counselling and advisory agencies work directly with youth, with others who work with young people and with the community, focusing on employment; sexuality and contraception; legal advice and representation; and personal advice. The Youth Training Scheme of the Manpower Services Commission and the Youth Opportunities Programme are used by large numbers of youth for vocational, educational and personal development in the context of job training. Careers education in Britain has been strongly affected by the high rate of national unemployment and the existence of these alternative agencies.

One recent effect of this trend has been to integrate careers education with the curriculum, through pastoral care, the strengthening of industry-school links and increased attention to the relationship of vocational education to the broader curriculum. However, the traditional connection between education and employment has been weakened by public mistrust, the perception that students are being prepared for work that no longer exists.

The increased attention currently paid by vocational counsellors to the economic needs of British society implies that in the context of vocational choices, training is more important than education. The decreased attention to individual development and growth and severe cuts in health, social and welfare services make counselling a "relatively peripheral" service. However, pastoral care, the provision of services and care for student social and emotional needs, is still an important factor in British secondary schools. Its current focus is on curriculum reform and integration, the development of a whole school curricula that emphasizes personal, social and moral development in a caring school environment. Mentoring is an important component.

Since the late 1970s, personal and social education (PSE) has received government promotional support without accompanying resources. PSE is a response to what many see as a system of pastoral care that met teacher rather than student needs, was overly administrative and too dependent on punishment. More broadly based than traditional pastoral care, effective PSE relies on a whole school policy and commitment as a context for the development of personal and social values through: extra-curricular clubs and societies; mainstream subject teaching; special curriculum, such as values clarification and moral reasoning; specialist taught programs, e.g., social and life skills; tutorial work; direct experience; and an increased student role in personal recording and records of achievement. While the government and some educators support the emphasis on vocational training to the possible detriment of personal education, a survey of 12,000 British children ages 7-12 demonstrated the strong desire that young children have to learn in school about alcoholism, family life, separation and divorce, death and bereavement, bullying, human reproduction and the environment. Parents, teachers, nurses and other health care workers, however, consistently disagreed with the need and appropriateness of raising such topics with the children.[459]

Chart 7 compares Guidance and career education programming in North America and the United Kingdom.

North America	**United Kingdom**
localized services	uniform, national services
services in school	services in and outside of school, with emphasis on outside
trained school counsellors; specialist, catalytic training resources	few trained counsellors (in schools); all school staff involved
well developed resource areas within schools	lack of resources in schools
inconsistent links between school and work	solid links between school and work
team approach	team approach
tendency for Guidance and career education to be integrated, with emphasis on personal and social growth as a pre-requisite for realistic educational and vocational decision making	strict separation of with pastoral care/personal and social education (Guidance) from career education, although some self- awareness development is part of career education

(Sources: Lang, 1988; Schulz & Schulz, 1990)

CHART 7: COMPARISON OF THE DELIVERY OF GUIDANCE AND CAREER EDUCATION: NORTH AMERICA AND UNITED KINGDOM

United States

As education in the U.S. is state-run, there is a wide variety in policy, scope and quality of Guidance and career education programs. Nationwide, U.S. high school students (grades 9/10-12) attend one of three main tracks: academic (35%), general (40%) and vocational (25%). While in most states academic and vocational education remain separate, Florida is an exception with its policy of "complete integration" of the two.

Guidance and career education needs are most often perceived as lifelong and sequential. State Guidance programs tend to be developmental, with the primary grades (K-6) focusing on awareness of self and others, including basic social awareness; intermediate grades (7-8/9) on preliminary educational and job exploration; and senior grades (9/10-12) on preparation for a specific vocational and/or educational future. Most states mandate some formal Guidance and career education classroom activities, usually beginning in the late intermediate grades. However, in only 12 states[*****] are elementary school counsellors mandated; an additional 12[******] are considering developing such a mandate.

Decision-making, critical thinking, community involvement, understanding the social context of work are some of the important goals for Guidance and career education. In response to increasing economic and social pressures, many states are working to incorporate career education goals at all levels of schooling, to integrate subject curriculum with career and Guidance material and to promote links between school and the workplace. Counsellors tend to be professionally trained teachers with, in many cases, special Guidance certification. However, it is typical state policy for all teachers and school staff (and in some cases, parents are named as well) to be responsible for achieving the broad aims of Guidance and career education.

The National Career Development Guidelines, developed by the National Occupational Information Coordinating Committee (NOICC), have been formally adopted by 24 states, 20 of which have received NOICC grants for implementation of the program. The guidelines are designed to improve career development programs through support of state-level activities that expand the definition and understanding of career development; emphasize competency-based education and training; support program accountability, counsellor certification

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[*****] Alabama, Arkansas, Georgia, Iowa, Maine, Montana, New Hampshire, North Carolina, South Carolina, Vermont, Virginia, and West Virginia.

[******] District of Columbia, Kentucky, Massachusetts, Mississipi, Nevada, Oregon, Rhode Island, Tennessee, Texas, Washington and Wisconsin.

and professionalism; and renew legislative support for career development. The guidelines are organized by competencies and indicators for program outcomes and by the organizational capabilities and personnel requirements needed to achieve those goals. Endorsed by eight major professional associations, the guidelines outline competencies for self-knowledge, educational and occupational exploration and career planning at the elementary, middle/junior high school, high school and adult levels. Local handbooks keyed to the four developmental areas cover planning, needs assessment and evaluation, staff development, resources, technical assistance and other materials that provide strategies for implementing the guidelines. States are encouraged to learn from each other through shared examples of policy, standards and program materials.

Following are brief descriptions of Guidance and counselling services in six states and the District of Columbia. Each of these jurisdictions mandates a comprehensive plan of planning, implementation and evaluation of Guidance and counselling activities at the district (board) level.[460]

California

A comprehensive K-12 plan for Guidance and counselling is developmental in nature with aims related to understanding of self and others; development of feelings of personal adequacy and self-worth; problem solving and decision making; locating and using career and educational information; and applying for and keeping a job. Program delivery is the responsibility of the total school staff through curriculum and Guidance services, by teachers, credentialed Guidance specialists and trained paraprofessionals. Community resources are included where possible and appropriate. The major focus of the program is preventive with attention as needed to immediate (e.g., racial isolation) and crisis (e.g., pregnancy, poor attendance) situations. Every school and district is required to develop a comprehensive counselling plan. Career-vocational education is a sequence of academic, applied academic and vocational education courses with related support services.

District of Columbia

Guidance in the District of Columbia (the 25th largest school district in the U.S.) is internally articulated with other divisions of the school system (instruction, career and adult education, adult and continuing education) and externally linked to business, industry, government, community agencies and educational institutions. Career education is founded on principles of multicultural sensitivity and a high priority on the development of personal self-worth in an individual and social context. Guidance is delivered through collaboration between teachers and counsellors.

Florida

A developmental K-12 Guidance program is framed by the six year Blueprint for Career Preparation plan (1988-94) and based on the "intertwining" of education and the economy. The curriculum is organized in three levels: K-5 stresses awareness of self, the value of work, exploration of careers and technology; in grades 6-8, students learn about the role of technology in work and set career oriented goals by developing a four year career plan for high school; grades 9-12 integrate academic and vocational studies for all students through a new "applied curriculum" in which academic concepts are related to the workplace with an emphasis on communications, science and mathematics. State funded Guidance counsellors work at all levels, with the greatest numbers of counsellors in the K-5 grades and the least in the intermediate grades (6-8), where Guidance is delivered by both teachers and counsellors.

New York

Licensed Guidance counsellors deliver a mandated program of instruction and activities for grades 7-12, while K-6 teachers, principals and pupil services personnel (including elementary school counsellors) are responsible for elementary level Guidance. State regulations mandate: proactive advisory assistance for educational, career and personal needs; annual review of each student including a minimum of one Guidance appointment yearly; and encouragement of parental involvement. Individual and group counselling for educational, career and personal needs may only be provided by licensed personnel. However, in New York City's urban environment, the ratio os Guidance counsellors to students is 1:1000.

Ohio

Sixty career education programs are funded state-wide for 1.2. million students with a budget of $1.4 million. K-6 curriculum focus is on career motivation; 7-8 on career orientation; 9-10 on career exploration; and 11-12 on career preparation. Curriculum activities provided in all grades include self-assessment, economics, attitudes to work and decision-making. Parent involvement through workshops is emphasized. Students are to acquire competency in seven areas: self-perception, definition of the individual and the environment, understanding of the economy. exploration of the world of work, acquisition of education and training, development of employment and work adjustment skills, analysis and decision making. Special concerns of girls, the disadvantaged, minorities, limited English speakers, handicapped and the talented and gifted are priorities.

Oregon

The K-12 developmental Guidance program stresses exploration, development and expression of personality and talents and is based on a philosophy of the inherent worth and dignity of the individual. Program focus is on evaluation of personal, social, educational and vocational needs and concerns; resources for developing and administering programs for students with special needs; cooperation with community organizations and agencies. At the intermediate level Guidance is delivered by teachers and counsellors, with the aim of helping students develop tentative career and educational goals by the end of grade 8; understand the changes of adolescence; develop formal decision making skills; and be involved in a process of values development.

Virginia

Guidance is mandated for grades 9-12 and by extension is provided for K-12. The goals of career education are to develop knowledge of self and work and of the relationship of work values to life roles and choices. Guidance is delivered by counsellors and teachers with an emphasis on involving personnel from all levels of the board/district in planning and evaluation. Grades K-6 stress awareness; 7-8 exploration; and 9-12 preparation. Components of the program address development of self-concept, attitudes, interpersonal skills, decision making, employability skills and economic awareness. Curriculum infusion is an integral part of the program.

NOICC Programs

NOICC National Career Development Guidelines are being used by the following states. All but four (marked with an asterisk *) have received NOICC grants to implement the program: Alaska, Arizona*, California, Colorado, Florida, Idaho, Iowa, Kansas, Michigan*, Minnesota, Mississippi, Missouri, New Mexico, New Jersey, North Carolina, North Dakota, Oklahoma, Oregon, Pennsylvania, South Carolina, Utah*, Virginia*, Washington, Wisconsin

Formal Separation of Guidance and Career Education

- Australia
- West Germany
- Britain

Career Education Program in Formation

- Australia

Formal Career Education Mandated Nationally (ages 15-18)

- Australia
- Finland
- Britain
- Denmark
- Sweden
- West Germany

Formal Career Education Mandated Nationally (ages 11-14)

- Denmark
- Sweden
- West Germany
- Finland
- Britain

Formal Work Experience Programs Available

- Australia
- Finland
- United States (depending on the state)
- West Germany
- Denmark
- Sweden

Streaming on the Basis of Vocational Choices

- Denmark
- Sweden
- United States (most states)
- Finland
- United Kingdom
- West Germany

Career/Vocational Counselling Outside of School Auspices

- Denmark
- West Germany
- Finland

Career Education Policy Explicitly Includes Social Context of Work

- Australia
- United States (depending on state)
- Sweden

CHART 8: SOME CHARACTERISTICS OF GUIDANCE AND CAREER EDUCATION PROGRAMS IN SEVEN NATIONS

APPENDIX 4

CRITERIA FOR EXEMPLARY GUIDANCE AND CAREER EDUCATION PROGRAMS FOR GRADES 6-9

The following criteria were developed from the findings of the literature review and have served as the basis for the survey instruments developed for this study.

PLANNING

Systematic Planning

Is there evidence of systematic planning for both the **content** and **mode of delivery** for Guidance Programs at the following levels:

System (development of Board-wide aims and goals, with reference to Provincial Guideline)

School (congruency of Guidance Program and curriculum with curricular milieu of the school)

Department (coherence of programs and activities as part of a whole which reflects system goals for Guidance)

Individual Counsellor (prioritization of activities consistent with departmental goals)

Objectives and Outcomes

Is there a **formal list** of objectives and outcomes for Guidance education:

at the **system level** expressed for grades K-OAC;

at the **school and department levels**, for the appropriate grades; and

at the **counsellor level**, both for the appropriate grades and individualized for students or classes?

Are the objectives and/or outcomes placed within a systematic **theoretical framework** (e.g., developmental)?

Do the objectives and/or outcomes show an appropriate balance of norm-referenced, criterion-referenced, individualized and growth-based criteria?

Collaborative Planning

In planning for Guidance and career education at the **system** and **school levels** is there evidence of collaboration with **Guidance staff, teachers** and **students**?

Does planning, especially for the **school** and **department levels**, include consultation with **parents** and **members of the community** (e.g., from service agencies, business, industry and unions).

Needs Assessment

Are Guidance Programs and activities developed at each of the four levels from informed assessment of student needs and characteristics?

Research-Based Planning

Does planning at each of the four levels explicitly take into account, formally and informally, relevant **research and theory** regarding the program or activity being planned?

Program Evaluation

Are there **formal evaluation criteria** for the effectiveness of Guidance Programs and activities at all four levels?

Is **formative program evaluation** carried out?

Is **summative program evaluation** carried out?

Application of Planning to Programs and Activities

Is there evidence of the **influence of planning** on program and policy occurring in all directions among the four levels (i.e., planning at the Board level is translated effectively to the school; planning by the department is reflected in the development of new objectives or policy at the Board level)?

ROLES

Role of Guidance in the School

Does the Guidance department play a **central, bridging role** in the school?

Is there a **Total School Guidance Program** or other formal means for **implementing a broad Guidance role** in the school?

Is the Guidance role **accepted** by other school staff as legitimate and effective?

Is there **congruence** between the Guidance Program and the culture of the school?

Role of the Guidance Counsellor

Do individual Guidance counsellors have a clear understanding of their role within the **context of the entire school**?

Do individual Guidance counsellors have a clear understanding of their role within the **context of the delivery of the Guidance Program and services**?

Is there an appropriate ratio of time spent by counsellors on administrative versus program tasks with administration not consuming the majority of counsellor time and energy?

CURRICULUM AND PROGRAM DELIVERY

Clients

Who are the **intended** recipients of the Guidance Program?

Who are the **actual** recipients of the Guidance Program?

What is the **match** between intended and actual services for students?

Is there a formal and well defined focus on the needs of **special populations of students**, especially girls, Native Canadians, disabled students, students of colour, students from inner cities, students in rural areas, students with a potential for dropping out?

Does the curriculum provide opportunities to include consideration of the effects of **multicultural issues** on

Guidance and career education, such as parental restrictions and prescriptions for future, occupational preferences, family structures

Are there specific materials and resources which meet the needs of special student populations and cultures as identified above?

Curriculum

Is any curriculum which is delivered by the Guidance department **integrated** with the curriculum of other departments in the school?

Have Guidance counsellors and teachers from other departments co-written curriculum for the Guidance Program?

Does the Guidance Program have a **developmental focus**?

Are there **formal links** from the Guidance Program to and among the Guidance curriculum for other grades?

Is there a balance of **prevention** and **intervention** programs and activities?

Is there evidence of the use of **peer programs**?

Delivery of Program

Does the program or activity meet any of the following **criteria for effectiveness**?

- provides students with opportunities and skills for: values clarification; development of a personal values system that is socially constructive; and acceptance of responsibility for self
- assists students in understanding the relationship among planning, preparation and achievement
- enables students to learn about and have positive experiences with conflict resolution, problem solving and decision making
- addresses subtle peer pressures regarding girls
- provides students with an opportunity to be part of the school community
- provides a self-awareness component to assist

students in defining interests, abilities, aptitudes and skills that are linked to future employment trends and to present and future educational needs

- promotes an understanding of the relationship between educational achievement and career planning, training and placement
- assists students in developing positive attitudes toward work and learning
- addresses relevant societal issues and problems in relation to self and work (e.g., unemployment, changing work sectors)
- fosters self-esteem, enabling students to develop a positive, empowering self-concept
- assists students in developing an individual identity
- provides opportunities to develop the interpersonal and social skills required for positive interaction with others
- assists students in participating in the school community (e.g., encouraging involvement in extra-curricular activities, conferences)
- provides students with strategies for dealing with the stress of modern living and with the emotional, physical and social changes which they are experiencing
- provides information about issues (e.g., drugs, sexuality, families in transition, suicide, bereavement, substance abuse)
- provides information about educational alternatives and choices
- assists students in understanding the consequences of curricular and course decisions
- provides information about transitional procedures and goals
- assists students in beginning the process of developing career goals
- contains a non-traditional component

- assists students with skills for locating, evaluating and interpreting information about career opportunities
- provides information about specific careers and career clusters
- increases students' knowledge of the workings of the world of work
- teaches planning and time management
- increases the student's ability to work with and understand technology

Is the program or activity delivered with any of the following **effective teaching strategies**?

- has an experiential and activity-based component
- has an event-based component
- is delivered through team teaching, especially with a subject teacher
- accommodates the different learning styles of students
- accommodates the widely different levels of maturity of transescent students
- uses students and recent graduates as models
- provides opportunities for students to experience directly job sites and roles
- uses appropriate technology

Evaluation of Students

Are students **formally and systematically evaluated** in regard to a program or activity?

Does evaluation include a **diagnostic focus?**

Does evaluation include a **formative focus?**

Does evaluation include a **summative focus?**

Is evaluation **carried out by teacher and student?**

STAFFING

Staffing for Guidance Departments

Is the Guidance Program coordinated by **trained, certified** Guidance counsellors?

Is the Guidance Department at the school level staffed by **fulltime counsellors** rather than by teachers who are timetabled for parttime Guidance duties?

Are **mentorship programs** used in the delivery of the Guidance Program, involving mentors both from within the school staff and from the community?

Are **volunteers** used in the delivery of the Guidance Program?

Inservice

Is inservice systematically available for:

Maintaining current information about jobs and employment trends?

Meeting the special needs of student populations (see 3.1.4 above)?

Prevention and intervention strategies, programs and procedures regarding issues and social context factors facing youth, such as drugs, sexuality, families in transition, suicide, bereavement, substance abuse, etc.?

New programs that are developed?

ADMINISTRATIVE SUPPORT

Is a sufficient level of **financial support** provided to permit successful delivery of a program or policy?

Is a sufficient level of **resources support** provided to permit successful delivery of the program?

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223. Ontario Ministry of Education, 1983.

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225. Bournical, 1990; Charpentier, 1988.

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227. Langeving, 1988; Proulx, 1989.

228. Gaudet, n.d.

229. Leclerc, 1989; Lord, 1989; special formation (agricole), 1990; comment devnir information, 1988.

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234. Ontario Ministry of Education, 1990.

235. Quirouette, 1989, p. 31.

236. Audet, 1989.

237. Yergeau, 1988.

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247. Gysbers, 1988; Herr & Cramer, 1988; Ministers with Responsibility, Lester & McCormick, 1987.

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259. Burns, 1981, p. 20.

260. Canadian School Trustees' Association, 1981; Ministers with Responsibility, 1988.

261. Cole, 1988.

262. St. Clair, 1989.

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339. ASCA, 1984b; Board of Education for the City of London, 1990; Carnegie Corporation, 1989; Guttman, 1985; Kelm, 1987; Siddiqui, 1989.

340. ASCA, 1984b; Cole, 1987; Dorner, 1989a; Guttman, 1985; Kelm, 1987.

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342. ASCA, 1984b; Cole, 1987; Cross-Johnson, 1986; Dorner, 1989a; Guttman, 1985; Hussey, 1989.

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354. Mitchum, 1983.

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359. ASCA, 1984b; Carr, 1981; Crosson-Johnson, 1986; Guttman, 1985; Kelm, 1987; Mitchum, 1983.

360. ASCA, 1984b; Board of Education for the City of London, 1990; Carr, 1981; Cole, 1987; Crosson-Johnson, 1986; Johnson, 1986; Guttman, 1985; Kelm, 1987; Mitchum, 1983; Solberg & Whitford, 1988.

361. ASCA, 1984b; Board of Education for the City of London, 1990; Crosson-Johnson, 1986; Guttman, 1985.

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438. Deen, 1987; Herr & Cramer, 1982; Herr & Watts, 1981; Moreno, 1988; Watts et. al., 1987.

439. Deen, 1987; Soliman, 1987.

440. Moreno, 1988.

441. Brammer, 1985; Kennedy, 1988; Moreno, 1988.

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445. Karayaani, 1985.

446. Crittenden, 1988; Giles, 1990; Moreno, 1988; Watts, 1985.

447. Moreno, 1988.

448. Kennedy, 1988.

449. Moreno, 1988.

450. Anwana, 1988; Deen, 1987.

451. Moreno, 1988.

452. Moreno, 1988.

453. Deen, 1987; Moreno, 1988.

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APPENDIX 5

QUESTIONNAIRE 2: THE SCHOOL GUIDANCE DEPARTMENT PROGRAM

TO BE COMPLETED BY THE GUIDANCE HEAD OR OTHER STAFF PERSON WITH RESPONSIBILITY FOR THE GUIDANCE PROGRAM IN THIS SCHOOL

Role of Person Completing Questionnaire (**check one**)
( ) Full Time Guidance Counsellor ( ) Part Time Guidance Counsellor
( ) Guidance Head ( ) Assistant Guidance Head
( ) Principal ( ) Vice Principal
( ) Teacher ( ) Other, specify:

Type of School (**check one**)
( ) K-8 ( ) 7-8 ( ) 7-10
( ) K-9 ( ) 7-9 ( ) 9-12/OAC
( ) 6-8 ( ) other, specify:

Size of School (Number of Students)
( ) 0 - 399 ( ) 400 - 999
( ) 1000 - 1499 ( ) More than 1500

Approximate Number of Native Canadian Students: ________

( ) English Language School Approximate Number of French Speaking Students: ________
( ) French Language School Approximate Number of English Speaking Students: ________

School Enrolment as of September 30, 1989, in:
Grade 7: _____ Grade 8: _____ Grade 9, or less than 9 credits: _____

Number and Distribution of Personnel Delivering Guidance Programs to:

Grade 7	Grade 8	Secondary	
_____	_____	_____	Number of Fulltime Guidance Counsellors
_____	_____	_____	Number of Parttime Guidance Counsellors
_____	_____	_____	Number of Teachers
_____	_____	_____	Number of Administrators

Type of Community in which School Is Located
( ) Rural ( ) Small Town ( ) Small City ( ) Urban

NOTE: In this questionnaire, the following definitions are assumed:

PREVENTION	Seeking to anticipate problems and provide solutions before a need arises
INTERVENTION	Responding or reacting to a need or problem
GUIDANCE CURRICULUM	An organized set of activities and/or materials specifically designed to implement some aspect of the Guidance Guideline.
GUIDANCE PROGRAM	The Total School Guidance Program, "a composite of the school's instructional, counselling, consultation, coordination, and liaison activities...." (OSIS, p. 5), which involves all school staff in its implementation.

SECTION ONE: THE SCHOOL GUIDANCE PROGRAM

1. There are written and agreed upon goals and objectives for the Guidance Program in this school.
( ) yes ( ) no

2. There is a *curriculum*[*] for the Guidance Program specifically designed for:

grade 7	( ) yes	( ) no	( ) N/A
grade 8	( ) yes	( ) no	( ) N/A
grade 9	( ) yes	( ) no	( ) N/A

IF YES: This curriculum is integrated with the curriculum of other subject areas for:

grade 7	( ) yes	( ) no	( ) N/A
grade 8	( ) yes	( ) no	( ) N/A
grade 9	( ) yes	( ) no	( ) N/A

For question 3, please select the most appropriate response:
1 = at a very early stage of implementation; 2 = partially implemented;
3 = almost fully implemented; 4 = fully implemented

3. It is Ministry policy (OSIS) that the Guidance Program, 7-OAC, be delivered by all school staff. Our school is at the following stage in the implementation of this policy: 1 2 3 4

4. In this school there is a formal process of planning, evaluation and review of the school Guidance Program which occurs regularly:

at the school level	( ) no	( ) yes: every _ years
at the Guidance Department level	( ) no	( ) yes: every _ years

IF YES: Centrally assigned staff collaborate in this process.
( ) yes ( ) no

5. When a new program for Guidance is being planned, the planners consult books, journals and/or other professional sources in order to base the program on recent research and information.
( ) usually ( ) not usually

For questions 6 and 7, please select the most appropriate response:
1 = not very aware; 2 = somewhat aware; 3 = aware; 4 = very aware; 5 = does not apply

6. We and our feeder schools are aware of each other's Guidance Program and we have linked our Programs together to achieve continuity for our students. 1 2 3 4 5

7. We and the secondary schools to which most of our students go are aware of each other's Guidance Program and we have linked our Programs together to achieve continuity for our students. 1 2 3 4 5

---

[*] See definitions on the first page of this questionnaire.

8. The Guidance Program is linked to other subject areas and/or departments in the school through **(check all that apply)**:
( ) cross-curricular instruction in career education
( ) cross-curricular instruction in other areas
( ) team-teaching
( ) formal curriculum integration
( ) informal relationships between Guidance Counsellors and others
( ) it is not linked
( ) other, specify:

9. Guidance in this school is delivered by (**mark "1" for the principal delivery agent and check all others that apply**):
( ) fulltime guidance counsellor(s)
( ) parttime guidance counsellor(s)
( ) home form teacher(s)
( ) teacher(s)
( ) peer counsellors
( ) peer buddies
( ) social workers/psychologists
( ) other, specify:

10. In this school, we have special programs and curriculum materials and have received inservice training for easing student transitions **(check all that apply)**:

	Programs	Curriculum Mats.	Inservice
from grade 6 to grade 7	( )	( )	( )
from grade 8 to grade 9	( )	( )	( )
from grade 9 to grade 10	( )	( )	( )

11. In this school there are programs specifically designed to encourage girls to consider non-traditional careers.
( ) yes ( ) no

12. In this school, there are programs involving the Guidance Department whose aim is to increase the enrolment of girls in non-traditional subject areas.
( ) yes ( ) no

13. In this school, we have special programs and curriculum materials and have received inservice training to meet the particular needs of girls (e.g., concerning non-traditional careers, gender bias, self-esteem) **(check all that apply)**.
( ) programs ( ) curriculum materials ( ) inservice

14. There is a French immersion program in this school.
( ) yes ( ) no

IF YES: Curriculum materials and resources are provided for the program in French.
curriculum materials ( ) yes ( ) no
resources ( ) yes ( ) no

15. In this school, we have special programs and curriculum materials and we provide opportunities for inservice training to meet the particular needs of **(check all that apply)**:

	Programs	Curriculum Mats	Inservice
Native Canadians	( )	( )	( )
Disabled Students	( )	( )	( )
Visible Minority Students (e.g., Black, Asian)	( )	( )	( )
Ethnic Minority Students (e.g., Italian, Ukrainian)	( )	( )	( )

16. In addition, we have special programs and curriculum materials and we provide opportunities for inservice training to meet the particular needs of **(check all that apply)**:

	Programs	Curriculum Mats.	Inservice
Inner City Students	( )	( )	( )
Rural Students	( )	( )	( )
Students at Risk of Dropping Out	( )	( )	( )
Other, specify:	( )	( )	( )

For Questions 17 - 22, please estimate an appropriate percentage

17. On average, in this school guidance programs with a ***prevention**** focus comprise -% of the total Guidance Program.

0% 20% 40% 60% 80% 100%

18. On average, in this school guidance programs with an ***intervention**** focus comprise -% of the total Guidance Program.

0% 20% 40% 60% 80% 100%

19. The intended target groups for Guidance and career education programs at this school comprise -% of the entire student body.

0% 20% 40% 60% 80% 100%

20. The actual recipients of Guidance programs at this school comprise -% of the entire student body.

0% 20% 40% 60% 80% 100%

21. Career education comprises -% of the school Guidance Program.

0% 20% 40% 60% 80% 100%

22. On average, at this school the percentage of time spent by Guidance counsellors on administrative tasks is:

0% 20% 40% 60% 80% 100%

23. In this school, priorities for the Guidance Program are **(rank order only those which apply, numbering from 1 meaning most important)**:
( ) activities which develop self awareness/self concept
( ) activities which help students develop good relationships with others
( ) activities which help students develop educational plans
( ) career counselling/exploration activities

---

* See definitions on the first page of this questionnaire.

24. In this school, programming for the Guidance Program includes (**rank order only those which apply, numbering from 1 meaning most important**):
    ( ) drop-out prevention programs
    ( ) activities to assist/improve the transition process
    ( ) issue-based programs (e.g., bereavement, substance abuse)
    ( ) career planning programs
    ( ) other, specify:

25. In this school, collaborative planning for the Guidance Program depends heavily upon (**check all who are formally involved**):
    ( ) Guidance counsellors
    ( ) teachers
    ( ) social workers/psychologists
    ( ) school administrators
    ( ) Board level personnel
    ( ) students
    ( ) parents
    ( ) members of the community
    ( ) other, specify:

For questions 26 - 37, please select the most appropriate response:
1 = always; 2 = often; 3 = sometimes; 4 = rarely; 5 = does not apply

26. Board guidelines and policies are translated into the development and implementation of programs at the school level.
1 2 3 4 5

27. In this Board, programs at the school level have an influence on Board policies and directions.
1 2 3 4 5

28. The Guidance Program in this school is integrated with the programs of other subject areas.
1 2 3 4 5

29. Inservice opportunities provided for Guidance counsellors and teachers from this school include:
[illegible]

a. experiential, hands-on learning
1 2 3 4 5

b. formal instruction
1 2 3 4 5

30. Inservice opportunities are provided for Guidance counsellors and teachers from this school for developing and supporting:

a. student self awareness/self concept
1 2 3 4 5

b. good student relationships with others
1 2 3 4 5

c. career counselling programs
1 2 3 4 5

d. current information about jobs and employment
1 2 3 4 5

e. transition programs
1 2 3 4 5

f. drop-out prevention programs
1 2 3 4 5

1 = always; 2 = often; 3 = sometimes; 4 = rarely; 5 = does not apply

31. For the most part, Guidance counsellors in this school feel their role in program delivery is what it should be.
1 2 3 4 5

32. For the most part, teachers in this school feel their role in the delivery of Guidance is what it should be.
1 2 3 4 5

33. The school Guidance Program plays a central role in the school.
1 2 3 4 5

34. A central role for the Guidance Program is accepted by other school staff as legitimate.
1 2 3 4 5

35. The Guidance Program is perceived by other school staff as effective.
1 2 3 4 5

36. Students are surveyed about the effectiveness of the career counselling programs offered through this school.
1 2 3 4 5

37. Students are consulted about what they want from the Guidance Program.
1 2 3 4 5

38. Career planning is an important component of this school's Guidance Program.
( ) very important
( ) important
( ) somewhat important
( ) not very important

39. Career planning is seen as important by the whole staff.
( ) very important
( ) important
( ) somewhat important
( ) not very important

40. Resources are adequate in this school for teachers to integrate career planning with other subject areas.
( ) very adequate
( ) adequate
( ) somewhat adequate
( ) not very adequate

41. In this school, there is emphasis on programs that ease the transition of students from one level of schooling to the next.
( ) very strong emphasis
( ) strong emphasis
( ) some emphasis
( ) not much emphasis

42. In this school, helping students identify their strengths, interests, abilities and values is an important part of the career planning process.
( ) very important
( ) important
( ) somewhat important
( ) not very important

43. In this school, emphasis is put on identifying students who are at risk of failure and/or dropping out of school, in order to provide appropriate support for them.
( ) very strong emphasis
( ) strong emphasis
( ) some emphasis
( ) not much emphasis

44. In this school, the Guidance Program makes the most difference for the majority of students in terms of (**rank order only those which apply, numbering from 1 meaning most important**):
    ( ) self-concept
    ( ) self-knowledge (strengths, interests, abilities, values)
    ( ) ability to relate to others
    ( ) formation of appropriate educational plans
    ( ) formation of appropriate and realistic career goals
    ( ) academic success
    ( ) successful transitions to the next level of schooling
    ( ) staying in school
    ( ) other, specify:

45. We would like increased student participation in the Guidance activities and programs of this school.
    ( ) yes ( ) no

    IF YES: barriers to participation include (**check the 3 most important barriers**):
    ( ) student after school job schedules
    ( ) student travel needs (e.g., school bus schedules)
    ( ) lack of student interest
    ( ) too short a lunch hour
    ( ) lack of peer approval
    ( ) other, specify:

46. In this school, the guidance program could make a much more significant, positive difference for students than it does if (**mark the 5 that would make the most difference**):
    ( ) we had more full-time trained Guidance counsellors
    ( ) we had better information on our students' needs and interests
    ( ) we had more and better information on characteristics of the community (parents' opinions, job opportunities, etc.)
    ( ) we had more contact with feeder school personnel
    ( ) we had more contact with personnel at the schools in which our students continue
    ( ) we had more and better information on the programs in the schools in which our students continue
    ( ) we had more and better information on our students' progress in the schools in which they continue
    ( ) we had more and better information on and contact with community colleges
    ( ) we had more and better information on and contact with universities
    ( ) we had more contact with employers
    ( ) we knew more about our students' actual choices of work after they leave school
    ( ) we knew more about our students' success in work situations after they leave school
    ( ) we had the freedom to use our time differently in terms of administration, counselling, consulting, instructing, etc.
    ( ) we had more opportunities for inservice training
    ( ) we had better inservice training
    ( ) we had more and better communication among staff (e.g., with the education Centre, within the school, with other schools)
    ( ) we had better human resources, specifically:
    ( ) we had better non-human resources, specifically:
    ( ) other, specify:

47. If I could add one type of program to the Guidance Program it would be a(n) **(check one only)**:
   ( ) drop-out prevention program
   ( ) program to assist/improve the transition process
   ( ) issue-based program (e.g., bereavement, substance abuse)
   ( ) career planning program
   ( ) other, specify:

Thank you for completing this Section 1 of this Questionnaire.

If there is a particularly effective program (or activity, model or strategy) in Guidance or career education which operates out of your school Guidance Program and which has an impact on students in Grades 7, 8 or 9, we would very much like to hear about it. Section 2, which follows, has been developed for that purpose.

We would ask that **whoever is most closely associated** with that program complete Section 2.

Should you wish to describe more than one effective program, please make photocopies of Section 2, using one copy for each program.

Please use the single envelope provided to return the questionnaire and all completed copies of Section 2 BY MAY 18 to:

Guidance Study
Research Services
155 College Street
Toronto, Ontario M5T 1P6

SECTION 2: AN EFFECTIVE PROGRAM, MODEL, RESOURCE OR STRATEGY

TO BE COMPLETED BY THE PERSON WHO DELIVERS THE EFFECTIVE PROGRAM.

PLEASE USE A SEPARATE COPY OF THIS QUESTIONNAIRE FOR EACH PROGRAM YOU WISH TO DESCRIBE.

Role(s) of Person(s) Completing Questionnaire (check all that apply):

- ( ) Full Time Guidance Counsellor
- ( ) Principal
- ( ) Guidance Head
- ( ) Guidance Coordinator (Board)
- ( ) Other, Specify:
- ( ) Part Time Guidance Counsellor
- ( ) Vice Principal
- ( ) Teacher, specify major subject area:
- ( ) Supervisory Officer (Board)

If you are willing to talk with us further about this program, please give us your name and telephone number:

Name: ______________________ Telephone: ______________

NOTE: In this questionnaire, the following definitions are assumed:

PREVENTION	Seeking to anticipate problems and provide solutions before a need arises
INTERVENTION	Responding or reacting to a need or problem
GUIDANCE CURRICULUM	An organized set of activities and/or materials specifically designed to implement some aspect of the Guidance Guideline.
GUIDANCE PROGRAM	Total School Guidance Program, "a composite of the school's instructional, counselling, consultation, coordination, and liaison activities...." (OSIS, p. 5), which involves all school staff in its implementation.

Please select ONE program or activity which you consider effective and answer the following questions.

1. **In one or two sentences**, please name the program and describe its purpose and target groups. Do not include your school name even if it is part of the program title. For example: *"Easing Down the Road": a transition program for girls entering grade nine.*

1a. **In one or two sentences**, please tell us why this is an effective program.

2. This program is for students who **(check all that apply)**:
   ( ) are in grade 7
   ( ) are in grade 8
   ( ) are in grade 9 or have completed less than nine credits
   ( ) other, specify:

3. The approximate number of students who have participated in this program since September 1989 is (**check one only**):
   ( ) less than 10 ( ) 10-24 ( ) 25-49 ( ) 50-99
   ( ) 100-149 ( ) 150-199 ( ) more than 200 ( ) other:

4. The students who participate in this program are (**check one only**):
   ( ) all in grade 7
   ( ) all in grade 8
   ( ) all in grade 9 or have completed fewer than nine credits
   ( ) other, specify:

5. This program is designed, with curriculum* materials and/or inservice, to meet the particular needs of **(check all that apply)**:

	Programs	Curriculum Mats.	Inservice
French-Speaking Students (i.e., in French)	( )	( )	( )
Native Canadians	( )	( )	( )
Disabled Students	( )	( )	( )
Visible Minority Students (e.g., Black, Asian)	( )	( )	( )
Ethnic Minority Students (e.g., Italian, Ukrainian)	( )	( )	( )

6. This program is designed, with curriculum materials and/or inservice, to meet the particular needs of **(check all that apply)**:

	Programs	Curriculum Mats.	Inservice
Inner City Students	( )	( )	( )
Rural Students	( )	( )	( )
Students at Risk of Dropping Out	( )	( )	( )
Other, specify:	( )	( )	( )

7. This program is specifically designed to encourage girls to consider non-traditional careers.
   ( ) yes ( ) no

8. One aim of this program is to increase the enrolment of girls in non-traditional subject areas.
   ( ) yes ( ) no

9. This program uses curriculum materials and/or requires inservice training to meet the particular needs of girls **(check all that apply)**.
   ( ) curriculum materials ( ) inservice ( ) neither

10. The main approach of this program is **(check one only)**:
    ( ) prevention*
    ( ) intervention*

---

* See definitions on the first page of this questionnaire

11. The focus of this program is on **(rank order only those which apply, numbering from 1 meaning most important)**:
    - ( ) developing self awareness/self concept
    - ( ) helping students develop good relationships with others
    - ( ) helping students develop educational plans
    - ( ) career counselling/exploration

12. This program also includes a focus on **(rank order only those which apply, numbering from 1 meaning most important)**:
    - ( ) drop-out prevention
    - ( ) assisting/improving the transition process
    - ( ) career planning
    - ( ) an issue (such as suicide, substance abuse)
    - ( ) other, specify:

13. Desired outcomes for this program have been written:
    - ( ) yes (if yes, please attach a copy)
    - ( ) no

14. This program is linked to other subject areas in the school through **(check all that apply)**:
    - ( ) cross-curricular instruction
    - ( ) team-teaching
    - ( ) curriculum integration
    - ( ) co-written curriculum (with other subject areas)
    - ( ) informal relationships between Guidance Counsellors and others
    - ( ) is not linked - is a stand alone
    - ( ) other, specify:

15. This program was developed in collaboration with **(check the 3 who were most involved)**:
    - ( ) Guidance counsellors
    - ( ) teachers
    - ( ) social workers/psychologists
    - ( ) school administrators
    - ( ) Board level personnel
    - ( ) students
    - ( ) parents
    - ( ) members of the community
    - ( ) other, specify:

16. This program was based on a formal needs assessment.
    ( ) yes ( ) no

17. Assistance in delivering this program is provided by **(check all that apply)**:
    - ( ) fulltime guidance counsellor(s)
    - ( ) parttime guidance counsellor(s)
    - ( ) home form teacher(s)
    - ( ) teacher(s)
    - ( ) administrator(s)
    - ( ) peer counsellors
    - ( ) peer buddies
    - ( ) social worker(s)/psychologist(s)
    - ( ) other, specify:

18. Inservice was provided to personnel who are delivering this program.
    ( ) yes ( ) no

19. Specific learning strategies used in the program include **(check all that apply)**:
( ) brainstorming
( ) case studies
( ) communication labs
( ) community service activities
( ) cooperative education/word-study
( ) cooperative group learning
( ) creative problem-solving
( ) cross-panel tutoring
( ) decision-making
( ) discussion
( ) debate
( ) field trips
( ) games
( ) independent study
( ) information sharing
( ) job visits/job shadowing
( ) journal writing
( ) leadership building activities
( ) mentoring
( ) peer counselling
( ) peer tutoring
( ) peer program (other), specify:
( ) personal reflection
( ) projects
( ) retreat
( ) role playing and simulation
( ) small groups
( ) speakers
( ) other, specify:

20. In this program, career education is defined as primarily **(check one only)**:
( ) development of job skills (occupational training, attitude and employability skills)
( ) occupational information (e.g., job searching, information about income)
( ) development of self-awareness combined with career exploration
( ) other, specify:
( ) N/A: this is not a career education program

21. In this program, the focus is on **(check all that apply)**:

Program Focus	Programs	Curriculum Mats.	Inservice
transition from grade 6 to grade 7	( )	( )	( )
transition from grade 8 to grade 9	( )	( )	( )
transition into secondary school	( )	( )	( )
continuation to university	( )	( )	( )
continuation to community college	( )	( )	( )
continuation to an apprenticeship	( )	( )	( )
continuation to a job	( )	( )	( )
other, specify:	( )	( )	( )

( ) N/A: this program does not consider educational opportunities

22. This program/activity is important because it **(check all that apply)**:
( ) provides successful outcomes for students
( ) provides successful outcomes for staff
( ) serves a large number of students
( ) is targeted at a very specific group of students with special needs
( ) fits within the overall goals and objectives of the Guidance Program
( ) other, specify:

23. This program is linked to specific goals and priorities of the **(check all that apply)**:
    ( ) Board
    ( ) school
    ( ) department
    ( ) individual counsellor
    ( ) teacher
    ( ) other, specify:

24. Significant barriers we have/had to overcome in successfully implementing this program include(d) **(check all that apply)**:
    ( ) lack of financial support
    ( ) lack of staff support
    ( ) lack of appropriate resources (e.g. space, equipment)
    ( ) lack of administrative support at the school level
    ( ) lack of administrative support at the Board level
    ( ) lack of Guidance counsellor time
    ( ) lack of teacher time
    ( ) lack of appropriate curriculum materials
    ( ) there were no significant barriers
    ( ) other, specify:

25. This program is evaluated in its effectiveness for students using the following criteria:

	formally	informally
evidence of increased knowledge and understanding of content		
evidence of understanding of the career planning process		
evidence of increased information and skills for educational planning		
evidence of a more positive self-concept		
evidence of a more positive attitude toward school		
evidence of improved attendance		
evidence of improved participation in the classroom and/or school		
evidence of improved behaviour		
evidence of improved relationships with others		
evidence of improved academic performance		
other, specify:		

26. This program is evaluated using the following methods:

	formally	informally
written student reports/responses		
oral student reports/responses		
written staff reports/responses		
oral staff reports/responses		
parent reports/responses		
other, specify:		

27. Students are routinely surveyed regarding the effectiveness of this program in terms of their own goals and objectives for participating in it.
    ( ) always
    ( ) usually
    ( ) sometimes
    ( ) almost never

28. We would like student participation in this program to be higher.
( ) yes ( ) no

IF YES: Students are consulted about why they do not participate as much as we would like.
( ) yes ( ) no

30. This program includes visits to or from **(check all that apply)**:
( ) intermediate schools
( ) secondary schools
( ) college/university
( ) career centre
( ) graduates talking about their education and/or work experiences
( ) other guest speakers
( ) other, specify:

31. To deliver this program, the Guidance counsellor or teacher will be involved in doing **(check all that apply)**:
( ) individual personal counselling
( ) group personal counselling
( ) individual educational counselling
( ) group educational counselling
( ) development of work and employability skills
( ) individual career counselling
( ) group career counselling
( ) classroom instruction (by Guidance Counsellor or teacher only)
( ) classroom instruction (with another subject teacher)
( ) coordination (among teachers within school; referral to other agencies)
( ) consultation (work with other teachers and administrators)
( ) curriculum development
( ) training peer tutors/buddies/counsellors
( ) training adult mentors
( ) other, specify:

32. Resources used for this program include **(check all that apply)**:
( ) blackboard, overhead projections
( ) commercially produced kits
( ) computer software
( ) locally produced kits
( ) print media (newspapers, magazines)
( ) textbooks
( ) video, film, audio
( ) workbooks
( ) xeroxed materials
( ) other, specify:

For questions 33-34, select the most appropriate response:
1 = high priority; 2 = moderately high priority;
3 = moderately low priority; 4 = low priority; **5 = does not apply**

33.	In the context of the Guidance Program at this school, this program has a priority of:	1 2 3 4 5
34.	This program assists students by (choose the appropriate priority):	
	fostering self-esteem, enabling students to develop a positive, empowering self-concept	1 2 3 4 5
	providing students with opportunities to identify their strengths, interests, abilities and values	1 2 3 4 5
	providing students with strategies for dealing with stress and with the emotional, physical and social changes which they are experiencing	1 2 3 4 5
	providing information and support about issues (e.g., drugs, sexuality, families in transition, suicide, bereavement, substance abuse)	1 2 3 4 5
	encouraging students to discuss possible barriers to the realization of their aspirations (e.g., peer/parent pressure)	1 2 3 4 5
	providing opportunities to develop the interpersonal and social skills required for positive interaction with others	1 2 3 4 5
	increasing student participation in and a sense of belonging to the school community (e.g., encouraging involvement in extra-curricular activities, conferences)	1 2 3 4 5
	enabling students to learn about and have positive experiences with conflict resolution, problem solving and decision making	1 2 3 4 5
	addressing issues regarding race and gender	1 2 3 4 5
	providing information about educational alternatives and choices	1 2 3 4 5
	understanding the consequences of curricular and course decisions	1 2 3 4 5
	providing information about educational transitions	1 2 3 4 5
	teaching planning and time management	1 2 3 4 5
	promoting an understanding of the relationship between educational achievement and career planning, training and placement	1 2 3 4 5
	helping students to link their interests and abilities with future career possibilities	1 2 3 4 5

1 = high priority; 2 = moderately high priority;
3 = moderately low priority; 4 = low priority; **5 = does not apply**

This program assists students by (choose the appropriate priority):

helping students to link their educational plans with their career aspirations	1	2	3	4	5
beginning the process of examining and developing career goals	1	2	3	4	5
providing students with skills for locating and interpreting information about career opportunities	1	2	3	4	5
providing information about specific careers and career clusters	1	2	3	4	5
addressing relevant societal issues and problems in relation to self and work (e.g., unemployment, changing work sectors)	1	2	3	4	5
increasing students' knowledge of the world of work, including information about employment trends	1	2	3	4	5
increasing the student's opportunities to work with and understand technology and its implications	1	2	3	4	5
providing opportunities to examine non-traditional roles	1	2	3	4	5
assisting students in developing positive attitudes toward work and learning	1	2	3	4	5

35. The idea for the program originated with **(check all that apply)**:
( ) guidance counsellor(s)
( ) school principal/vice principal
( ) Board level personnel
( ) parents
( ) others in the community
( ) employers
( ) teacher(s), specify subject area(s):
( ) student(s), specify grade(s):
( ) other, specify:

36. The idea for the program came about because of **(check all that apply)**:
( ) discussion with colleagues at school
( ) discussion with colleagues outside of school
( ) attendance at a conference
( ) observation at another school
( ) observation of students
( ) discussion with students
( ) response to business/industry
( ) reading about another program
( ) other, specify:

37. Planning and research that occurred to develop the idea included (**mark "1" for your principal response and check all others that apply**):
( ) discussion with colleagues outside of department/subject area
( ) discussion with colleagues inside of department/subject area
( ) observation of a similar program in a different setting
( ) reading about the idea upon which the program is based
( ) investigating theoretical foundations for the idea and its application
( ) considering how the idea fits into the goals and objectives of the Board/department/school
( ) discussion with students
( ) discussion with parents
( ) visiting a career centre
( ) other, specify:

38. Assessment of need for the program was carried out through (**mark "1" for your principal response and check all others that apply**):
( ) discussion with colleagues at the Board
( ) discussion with colleagues at school
( ) discussion with supervisor(s)
( ) personal judgment of guidance counsellor or teacher
( ) formal needs assessment of students
( ) formal needs assessment of parents
( ) formal needs assessment of others
( ) discussion with students
( ) discussion with parents
( ) informal needs assessment
( ) other, specify:

39. Gathering resources for this program included (**mark "1" for your principal response and check all others that apply**):
( ) search for appropriate materials
( ) consideration of appropriate methodologies
( ) development of materials
( ) other, specify:

40. Preparation for delivery of the program included (**check all that apply**):
( ) field testing
( ) participation in inservice
( ) formative evaluation
( ) discussion with colleagues
( ) discussion with students
( ) discussion with parents
( ) other, specify:

41. Program evaluation (**check one only**):
( ) occurred and necessitated revision of the program
( ) occurred without indicating the need for further revision
( ) has not yet occurred

42. Support for the program from the board level has been:
adequate for financial needs ( ) yes ( ) no
adequate for staffing needs ( ) yes ( ) no
adequate for resource needs ( ) yes ( ) no
adequate for inservice needs ( ) yes ( ) no
other, specify:

43. Support for the program from the school level has been:
adequate for financial needs ( ) yes ( ) no
adequate for staffing needs ( ) yes ( ) no
adequate for resource needs ( ) yes ( ) no
adequate for inservice needs ( ) yes ( ) no
other, specify:

44. The process of developing this program from the initial idea stage has been (check one only):
( ) wonderful
( ) painful but worth it
( ) painful and I'll never try to do this again
( ) other, specify:

45. Please use this space to add anything further about this program that you would like to tell us about.

Thank you for your cooperation in filling out this questionnaire.

Please give the completed Section 2 to the person who asked you to complete it. That person will return the questionnaire, WHICH IS DUE BY MAY 18, to the researchers.

QUESTIONNAIRE C: BOARD CAREER CENTRE OR OTHER CENTRALIZED RESOURCE FACILITY

TO BE COMPLETED BY THE
CAREER CENTRE/RESOURCE FACILITY
DIRECTOR OR SUPERVISOR

Board Name: ______________________________ Facility Name: ______________________________

If you are willing to talk with us further about this program, please give us your name and telephone number:

Name: ______________________________ Telephone: ______________________________

NOTE: In this questionnaire, the following definitions are assumed:

PREVENTION	Seeking to anticipate problems and provide solutions before a need arises
INTERVENTION	Responding or reacting to a need or problem
GUIDANCE CURRICULUM	An organized set of activities and/or materials specifically designed to implement some aspect of the Guidance Guideline.
GUIDANCE PROGRAM	"A composite of [all] instructional, counselling, consultation, coordination, and liaison activities...." (OSIS, p. 5) for delivering Guidance.

SECTION 1: THE CAREER CENTRE/RESOURCE FACILITY

1. **In one or two sentences**, please state the mandate of your Career Centre.

2. The program of the Career Centre emphasizes (**mark "1" for the principal focus and check all others that apply**):
   - ( ) formal vocational assessment
   - ( ) job placement
   - ( ) staff development for Guidance personnel
   - ( ) staff development for other subject teachers
   - ( ) programming for students
   - ( ) other, please specify:

3. The program of the Career Centre offers (**check all that apply**):
   - ( ) career information for students
   - ( ) career counselling
   - ( ) self-assessment activities for career planning
   - ( ) information on employment trends and occupations for students or staff
   - ( ) resources for assisting teachers in delivering career related programs
   - ( ) other, please specify:

4. The Career Centre is staffed by:

	Number	Guidance Training?	
fulltime personnel	___	( ) yes	( ) no
parttime personnel	___	( ) yes	( ) no
contract personnel	___	( ) yes	( ) no
clerical staff	___		

5. The Director/Manager of the Career Centre formally reports to:
   - ( ) Guidance Coordinator
   - ( ) Supervisory Officer, Curriculum
   - ( ) Supervisory Officer, Support Services
   - ( ) other, please specify:

6. The Career Centre provides a formal program for

Grade	At the Centre	In a School Setting
6	( )	( )
7	( )	( )
8	( )	( )
9	( )	( )
10-OAC	( )	( )

7. Students who use the Centre's facilities are typically seen:

	less than 1 day	1-5 days	more than 1 week
as part of a class	( )	( )	( )
in small groups	( )	( )	( )
individually	( )	( )	( )

8. Since September 1989, the approximate number of participants who have used the Centre facilities/programs is:
   students: ___ adult students: ___ teachers: ___ guidance counsellors: ___

9. The Centre provides programs with specific materials and curriculum* for (**check all that apply**):
   - ( ) girls
   - ( ) French-speaking students (i.e., in French)
   - ( ) Native Canadians
   - ( ) disabled students
   - ( ) visible minority students
   - ( ) other, please specify:

10. The Career Centre serves:
    - ( ) the entire Board
    - ( ) a region of the Board
    - ( ) more than one Board
    - ( ) other, please specify:

---

* See definitions on the first page of the questionnaire.

11. Personnel at the Centre are working with staff in the system to coordinate and developing content for integrating careers across the curriculum.
( ) a lot
( ) somewhat
( ) not much
( ) not at all

12. Personnel at the Centre are working with staff in the system to coordinate and developing a process for integrating careers across the curriculum.
( ) a lot
( ) somewhat
( ) not much
( ) not at all

13. We work directly with schools to assist in the design and development of career related programs.
( ) a lot
( ) somewhat
( ) not much
( ) not at all

14. The Centre is a member of a professional organization for career centres.
( ) yes ( ) no

IF YES: Please specify which one(s):

15. The Centre assists teachers in implementing the career exploration component of subject guidelines.

curriculum	( ) yes	( ) no
resources	( ) yes	( ) no
inservice	( ) yes	( ) no

16. The Centre provides opportunities for staff to help students develop self awareness/self concept.
( ) a lot
( ) somewhat
( ) not much
( ) not at all

17. The Centre provides opportunities for staff to help students develop good relationships with others.
( ) a lot
( ) somewhat
( ) not much
( ) not at all

18. The Centre provides opportunities for staff to help students develop educational plans.
( ) a lot
( ) somewhat
( ) not much
( ) not at all

19. The Centre provides opportunities for staff to help students explore careers and career readiness
( ) a lot
( ) somewhat
( ) not much
( ) not at all

For question 20, please select the most appropriate response:
1 = very strong; 2 = strong; 3 = not very strong; 4 = weak or none; 5 = does not apply

20. The Centre has formal links to:

a. the Guidance Department at the Board	1 2 3 4 5
b. the Cooperative Education program at the Board	1 2 3 4 5
c. formal Board committees	1 2 3 4 5
d. a community college, university or other post-secondary institution	1 2 3 4 5
e. business or industry	1 2 3 4 5
f. community institution/agency, please specify:	1 2 3 4 5
g. other, please specify:	1 2 3 4 5

21. Resources for student use in the Centre are:

( ) very adequate
( ) adequate
( ) somewhat adequate
( ) not very adequate

22. Resources for staff use in the Centre are:

( ) very adequate
( ) adequate
( ) somewhat adequate
( ) not very adequate

23. Support for the Career Centre from the Board has been:

adequate for financial needs	( ) yes	( ) no
adequate for staffing needs	( ) yes	( ) no
adequate for resource needs	( ) yes	( ) no
adequate for inservice needs	( ) yes	( ) no

other, please specify:

24. As part of its program, the Centre organizes (**check all that apply**):

( ) career fairs
( ) career days
( ) student conferences
( ) job shadowing
( ) job site visits
( ) communication with the system through a newsletter
( ) review of resources
( ) distribution of resources
( ) other, please specify:

25. Centre facilities include (**check all that apply**):

( ) library
( ) classroom space
( ) audio tapes
( ) video tapes
( ) computers

Thank you for completing Section 1 of this Questionnaire.

If there is a particularly effective program (or activity, model or strategy) in Guidance or career education which operates as part of your program at the Career Centre and which has an impact on students in Grades 7, 8 or 9, we would very much like to hear about it. Section 2, which follows, has been developed for that purpose.

We would ask that **you or whoever is most closely associated** with that program complete Section 2, using one copy for each program.

Should you wish to describe more than one effective program, please make photocopies of Section 2.

Please use the single envelope provided to return the questionnaire and all completed copies of Section 2 BY MAY 18 to:

Guidance Study
Research Services
155 College Street
Toronto, Ontario M5T 1P6

SECTION 2A: AN EFFECTIVE PROGRAM, MODEL, RESOURCE OR STRATEGY DELIVERED FOR STUDENTS

TO BE COMPLETED BY THE PERSON WHO DELIVERS THE EFFECTIVE PROGRAM.

PLEASE USE A SEPARATE COPY OF THIS QUESTIONNAIRE FOR EACH PROGRAM YOU WISH TO DESCRIBE.

Board Name: ____________________ Resource Facility: ____________________

Role of Person Completing Questionnaire: ____________________

If you are willing to talk with us further about this program, please give us your name and telephone number:

Name: ____________________ Telephone: ____________________

NOTE: In this questionnaire, the following definitions are assumed:

PREVENTION	Seeking to anticipate problems and provide solutions before a need arises
INTERVENTION	Responding or reacting to a need or problem
GUIDANCE CURRICULUM	An organized set of activities and/or materials specifically designed to implement some aspect of the Guidance Guideline.
GUIDANCE PROGRAM	"A composite of [all] instructional, counselling, consultation, coordination, and liaison activities...." (OSIS, p. 5) for delivering Guidance.

Please select ONE program or activity which you consider effective and answer the following questions.

PLEASE ANSWER QUESTIONS 1 - 39 IF THIS IS PROGRAM IS DELIVERED FOR STUDENTS.

1. **In one or two sentences**, please name the program* and describe its purpose and target groups. For example: *"Easing down the Road": a transition program for girls entering grade nine.*

2. **In one or two sentences**, please tell us why this is an effective program.

---

* For this section, *program* can refer to a program, workshop, learning strategy or resource.

3. This program is for students who **(check all that apply)**:
( ) are in grade 7
( ) are in grade 8
( ) are in grade 9 or have completed fewer than nine credits
( ) other, please specify:

4. The approximate number of students who have participated in this program since September 1989 is **(check one only)**:
( ) less than 10 ( ) 10-24 ( ) 25-49 ( ) 50-99
( ) 100-149 ( ) 150-199 ( ) more than 200 ( ) other:

5. This program is designed, with written materials and/or inservice, to meet the particular needs of **(check all that apply)**:

	Program	Written Mats.	Inservice
French-Speaking Students (i.e., in French)	( )	( )	( )
Native Canadians	( )	( )	( )
Disabled Students	( )	( )	( )
Visible Minority Students (e.g., Black, Asian)	( )	( )	( )
Ethnic Minority Students (e.g., Italian, Ukrainian)	( )	( )	( )

6. This program is designed, with written materials and/or inservice, to meet the particular needs of **(check all that apply)**:

	Program	Written Mats.	Inservice
Inner City Students	( )	( )	( )
Rural Students	( )	( )	( )
Students at Risk of Dropping Out	( )	( )	( )
Other, please specify:	( )	( )	( )

7. This program is specifically designed to encourage girls to consider non-traditional careers.
( ) yes ( ) no

8. One aim of this program is to increase the enrolment of girls in non-traditional subject areas.
( ) yes ( ) no

9. This program uses written materials and/or requires inservice training to meet the particular needs of girls **(check all that apply)**.
( ) written materials ( ) inservice ( ) neither

10. The main approach of this program is **(check one only)**:
( ) prevention*
( ) intervention*

11. The focus of this program is on **(rank order only those which apply, numbering from 1 meaning most important)**:
( ) developing student self awareness/self concept
( ) helping students develop good relationships with others
( ) helping students develop educational plans
( ) career counselling/exploration

12. Desired outcomes for this program have been written:
( ) yes (if yes, please attach a copy)
( ) no

---

* See definitions on the first page of this questionnaire

13. This program attempts to provide links to other subject areas:
    ( ) yes: please specify subject area(s):
    ( ) no

14. This program was based on a formal needs assessment.
    ( ) yes ( ) no

15. The amount of time spent on planning this program was:
    ____ hours OR ____ days

16. The amount of time spent on delivering this program was:
    ____ hours OR ____ days

17. This program was developed in collaboration with **(check the 3 who were most involved)**:
    ( ) Guidance counsellors
    ( ) teachers
    ( ) social workers/psychologists
    ( ) school administrators
    ( ) Board level personnel
    ( ) students
    ( ) parents
    ( ) employers
    ( ) other members of the community
    ( ) other, please specify:

18. In this program, career education is defined as primarily **(check one only)**:
    ( ) development of job skills (occupational training, attitude and employability skills)
    ( ) occupational information (e.g., job searching, information about income)
    ( ) development of self-awareness combined with career exploration
    ( ) other, please specify:

19. This program/activity is important because it **(check all that apply)**:
    ( ) provides successful outcomes for students
    ( ) serves a large number of students
    ( ) is targeted at a very specific group of students with special needs
    ( ) links successfully with Guidance programs in our schools
    ( ) other, please specify:

20. Significant barriers we have/had to overcome in successfully implementing this program include(d) **(check all that apply)**:
    ( ) lack of financial support
    ( ) lack of staff support
    ( ) lack of appropriate resources (e.g. space, equipment)
    ( ) lack of administrative support
    ( ) lack of Centre staff time
    ( ) lack of links between the Centre and the schools
    ( ) lack of appropriate curriculum materials
    ( ) there were no significant barriers
    ( ) other, please specify:

21. This program is evaluated in its effectiveness for students using the following criteria:

	formally	informally
evidence of increased knowledge and understanding of content		
evidence of increased understanding of the career planning process		
evidence of increased information and skills for educational planning		
evidence of a more positive self-concept		
evidence of a more positive attitude toward school		
evidence of improved attendance		
evidence of improved participation in the classroom and/or school		
evidence of improved behaviour		
evidence of improved relationships with others		
evidence of improved academic performance		
other, please specify:		

22. This program is evaluated using the following methods:

	formally	informally
written student reports/responses		
oral student reports/responses		
written staff reports/responses		
oral staff reports/responses		
parent reports/responses		
other, please specify:		

23. Students are routinely surveyed regarding the effectiveness of this program in terms of their own goals and objectives in participating in it.
( ) always
( ) usually
( ) sometimes
( ) never

24. We would like student participation in this program to be higher.
( ) yes ( ) no

IF YES: Students are consulted about why they do not participate as much as we would like.
( ) yes ( ) no

25. This program includes visits to or from (**check all that apply**):
( ) intermediate schools
( ) secondary schools
( ) college/university
( ) graduates talking about their education and/or work experiences
( ) other guest speakers
( ) other, please specify:

26. Strategies used to deliver this program include **(check all that apply)**:
    ( ) individual personal counselling
    ( ) group personal counselling
    ( ) individual educational counselling
    ( ) group educational counselling
    ( ) development of work and employability skills
    ( ) individual career counselling
    ( ) group career counselling
    ( ) classroom instruction (by Career Centre staff only)
    ( ) classroom instruction (with a Guidance counsellor or subject teacher)
    ( ) coordination (among teachers within school; referral to other agencies)
    ( ) consultation (work with other teachers and administrators)
    ( ) curriculum development
    ( ) training peer tutors/buddies/counsellors
    ( ) training adult mentors
    ( ) other, please specify:

27. Specific learning strategies used in the program include **(check all that apply)**:
    ( ) brainstorming
    ( ) case studies
    ( ) communication labs
    ( ) community service activities
    ( ) cooperative education/work-study
    ( ) cooperative group learning
    ( ) creative problem-solving
    ( ) cross-panel tutoring
    ( ) decision-making
    ( ) discussion
    ( ) debate
    ( ) field trips
    ( ) games
    ( ) independent study
    ( ) information sharing
    ( ) job visits/job shadowing
    ( ) journal writing
    ( ) leadership building activities
    ( ) mentoring
    ( ) model building
    ( ) peer counselling
    ( ) peer tutoring
    ( ) other peer program, please specify:
    ( ) personal reflection
    ( ) projects
    ( ) retreat
    ( ) role playing and simulation
    ( ) small groups
    ( ) speakers
    ( ) other, please specify:

28. Resources used for this program include **(check all that apply)**:
( ) blackboard, overhead projections
( ) commercially produced kits
( ) computer software
( ) locally produced kits
( ) print media (newspapers, magazines)
( ) textbooks
( ) video, film, audio
( ) workbooks
( ) xeroxed materials
( ) other, please specify:

For questions 29 - 30, select the most appropriate response:
1 = high priority; 2 = moderately high priority;
3 = moderately low priority; 4 = low priority; 5 = does not apply

29. In the context of the mandate of the Career Centre, this program has a priority of:	1 2 3 4 5
30. This program assists students by (choose the appropriate priority):	
fostering self-esteem, enabling students to develop a positive, empowering self-concept	1 2 3 4 5
providing students with opportunities to identify their strengths, interests, abilities and values	1 2 3 4 5
providing students with strategies for dealing with stress and with the emotional, physical and social changes which they are experiencing	1 2 3 4 5
providing information and support about issues (e.g., drugs, sexuality, families in transition, suicide, bereavement, substance abuse)	1 2 3 4 5
encouraging students to discuss possible barriers to the realization of their aspirations (e.g., peer/parent pressure)	1 2 3 4 5
providing opportunities to develop the interpersonal and social skills required for positive interaction with others	1 2 3 4 5
increasing student participation in and a sense of belonging to the school community (e.g., encouraging involvement in extra-curricular activities, conferences)	1 2 3 4 5
enabling students to learn about and have positive experiences with conflict resolution, problem solving and decision making	1 2 3 4 5
addressing issues regarding race and gender	1 2 3 4 5
providing information about educational alternatives and choices	1 2 3 4 5
understanding the consequences of curricular and course decisions	1 2 3 4 5

1 = high priority; 2 = moderately high priority;
3 = moderately low priority; 4 = low priority; 5 = does not apply

This program assists students by (choose the appropriate priority):

providing information about educational transitions	1 2 3 4	5
teaching planning and time management	1 2 3 4	5
promoting an understanding of the relationship between educational achievement and career planning, training and placement	1 2 3 4	5
helping students to link their interests and abilities with future career possibilities	1 2 3 4	5
helping students to link their educational plans with their career aspirations	1 2 3 4	5
beginning the process of examining and developing career goals	1 2 3 4	5
providing students with skills for locating and interpreting information about career opportunities	1 2 3 4	5
providing information about specific careers and career clusters	1 2 3 4	5
addressing relevant societal issues and problems in relation to self and work (e.g., unemployment, changing work sectors)	1 2 3 4	5
increasing students' knowledge of the world of work, including information about employment trends	1 2 3 4	5
increasing the student's opportunities to work with and understand technology and its implications	1 2 3 4	5
providing opportunities to examine non-traditional roles	1 2 3 4	5
assisting students in developing positive attitudes toward work and learning	1 2 3 4	5

31. The idea for the program originated with (**check all that apply**):
    ( ) Career Centre staff
    ( ) Guidance counsellor(s)
    ( ) Board level personnel
    ( ) parents
    ( ) others in the community
    ( ) school trustees
    ( ) employers
    ( ) teacher(s), please specify subject area(s):
    ( ) student(s), please specify grade(s):
    ( ) other, please specify:

32. The idea for the program came about because of **(check all that apply)**:
( ) discussion with colleagues
( ) attendance at a conference
( ) observation at a school
( ) discussion with students
( ) response to business/industry
( ) reading about another program
( ) other, please specify:

33. Planning and research that occurred to develop the idea included **(mark "1" for your principal response and check all others that apply)**:
( ) discussion with colleagues in the Career Centre
( ) discussion with colleagues in schools
( ) observation of a similar program in a different setting
( ) reading about the idea upon which the program is based
( ) investigating theoretical foundations for the idea and its application
( ) considering how the idea fits into the goals and objectives of the Career Centre
( ) discussion with students
( ) discussion with parents
( ) visiting another career centre
( ) other, please specify:

34. Assessment of need for the program was carried out through **(mark "1" for your principal response and check all others that apply)**:
( ) discussion with colleagues at the Career Centre
( ) discussion with colleagues at the Board
( ) discussion with colleagues at schools
( ) discussion with supervisor(s)
( ) personal judgment of Career Centre Director/Manager
( ) formal needs assessment of students
( ) formal needs assessment of parents
( ) formal needs assessment of others
( ) discussion with students
( ) discussion with parents
( ) informal needs assessment
( ) other, please specify:

35. Gathering resources for this program included **(mark "1" for your principal response and check all others that apply)**:
( ) search for appropriate materials
( ) consideration of appropriate methodologies
( ) development of materials
( ) other, please specify:

36. Preparation for delivery of the program included **(check all that apply)**:
( ) field testing
( ) development of inservice
( ) delivery of inservice
( ) participation in inservice
( ) formative evaluation
( ) discussion with colleagues
( ) discussion with students
( ) discussion with parents
( ) other, please specify:

37. Program evaluation **(check one only)**:
    - ( ) occurred and necessitated revision of the program
    - ( ) occurred without indicating the need for further revision
    - ( ) has not yet occurred

38. Support for the program from the Board level has been:
    - adequate for financial needs ( ) yes ( ) no
    - adequate for staffing needs ( ) yes ( ) no
    - adequate for resource needs ( ) yes ( ) no
    - adequate for inservice needs ( ) yes ( ) no
    - other, please specify:

39. The process of developing this program from the initial idea stage has been **(check one only)**:
    - ( ) wonderful
    - ( ) painful but worth it
    - ( ) painful and I'll never try to do this again
    - ( ) other, please specify:

SECTION 2B: AN EFFECTIVE PROGRAM, MODEL, RESOURCE OR STRATEGY THAT IS DELIVERED FOR STAFF

PLEASE ANSWER QUESTIONS 40 - 62 IF THIS PROGRAM IS DELIVERED FOR STAFF.

40. **In one or two sentences**, please name the program* and describe its purpose and target groups. For example: "Careers in the Next 20 Years": Inservice for teachers of grades 7 and 8.

41. **In one or two sentences**, please tell us why this is an effective program.

42. Staff who participated in this program include (**check all that apply**):
    ( ) Guidance counsellors
    ( ) teachers
    ( ) social workers/psychologists
    ( ) school administrators
    ( ) Board level personnel
    ( ) other, please specify:

43. This program is for staff who teach (**check all that apply**):
    ( ) grades 7/8
    ( ) secondary school
    ( ) other, please specify:

44. The approximate number of staff who have participated in this program since September 1989 is (**check one only**):
    ( ) less than 5 ( ) 5-9 ( ) 10-24 ( ) 25-49
    ( ) 50-99 ( ) more than 100 ( ) other, please specify:

45. The focus of this program is on assisting staff to help students (**rank order only those which apply, numbering from 1 meaning most important**):
    ( ) develop self awareness/self concept
    ( ) develop good relationships with others
    ( ) develop educational plans
    ( ) with career counselling/exploration

46. This program has a cross-curricular focus.
    ( ) yes ( ) no

47. This program was developed in collaboration with (**check the 3 who were most involved**):
    ( ) Guidance counsellors
    ( ) teachers
    ( ) social workers/psychologists
    ( ) school administrators
    ( ) Board level personnel
    ( ) students
    ( ) parents
    ( ) members of the community
    ( ) other, please specify:

---

* For this section, *program* means a program, workshop, inservice activity, teaching strategy or resource.

48. This program was based on a formal needs assessment.
( ) yes ( ) no

49. The amount of time spent on planning this program was:
____ hours OR ____ days

50. The amount of time spent on delivering this program was:
____ hours OR ____ days

51. Inservice was provided to personnel who are delivering this program.
( ) yes ( ) no

52. In this program, career education is defined as primarily **(check one only)**:
( ) development of job skills (occupational training, attitude and employability skills)
( ) occupational information (e.g., job searching, information about income)
( ) development of self-awareness combined with career exploration
( ) other, please specify:

53. This program is evaluated in its effectiveness for staff using the following criteria:

	formally	informally
evidence of increased knowledge and understanding of content	______	______
increased ability of school staff to deliver career related programs	______	______
increased use of Centre resources	______	______
increased use of Centre facilities	______	______
increased awareness of the relevance of the topic to school programming	______	______
other, please specify:	______	______

54. This program is evaluated:
( ) formally ( ) informally ( ) not at all

55. We would like staff participation in this program to be higher.
( ) yes ( ) no

IF YES: Staff are consulted about why they do not participate as much as we would like.
( ) yes ( ) no

56. The idea for the program originated with **(check all that apply)**:
( ) Guidance counsellor(s)
( ) school principal/vice principal
( ) Board level personnel
( ) parents
( ) school trustees
( ) others in the community
( ) employers
( ) teacher(s), please specify subject area(s):
( ) student(s), please specify grade(s):
( ) other, please specify:

57. The idea for the program came about because of **(check all that apply)**:
( ) discussion with colleagues
( ) attendance at a conference
( ) observation at a school
( ) discussion with students
( ) response to business/industry
( ) reading about another program
( ) other, please specify:

58. Gathering resources for this program included **(mark "1" for your principal response and check all others that apply)**:
   ( ) search for appropriate materials
   ( ) consideration of appropriate methodologies
   ( ) development of materials
   ( ) other, please specify:

59. Program evaluation **(check one only)**:
   ( ) occurred and necessitated revision of the program
   ( ) occurred without indicating the need for further revision
   ( ) has not yet occurred

60. Support for the program from the Board level has been:

adequate for financial needs	( ) yes	( ) no
adequate for staffing needs	( ) yes	( ) no
adequate for resource needs	( ) yes	( ) no
adequate for inservice needs	( ) yes	( ) no

other, please specify:

61. The process of developing this program from the initial idea stage has been **(check one only)**:
   ( ) wonderful
   ( ) painful but worth it
   ( ) painful and I'll never try to do this again
   ( ) other, please specify:

62. Please use this space to add anything further about this program that you would like to tell us about.

Thank you for your cooperation in filling out this questionnaire.

Please give the completed Section 2 to the person who asked you to complete it. That person will return the questionnaire by May 18 to the researchers.

QUESTIONNAIRE B: GUIDANCE AND COUNSELLING SERVICES FROM THE PERSPECTIVE OF THE BOARD OR MINORITY LANGUAGE SECTION

TO BE COMPLETED BY THE GUIDANCE COORDINATOR, THE SUPERVISORY OFFICER OR OTHER STAFF MEMBER WITH RESPONSIBILITY FOR GUIDANCE AT THE BOARD LEVEL

Role of Person Completing Questionnaire **(check one)**
( ) Guidance Coordinator   ( ) Superintendent
( ) Other, please specify:

Size of School Board/Minority Language Section (Number of Students)
( ) less than 500   ( ) 500 - 999   ( ) 1,000 - 1,499
( ) 1,500 - 4,999   ( ) 5,000 - 9,999   ( ) 10,000 - 19,999
( ) 20,000 - 49,999   ( ) 50,000 - 74,999   ( ) more than 75,000

Approximate Number of Native Canadian Students: _____

Approximate Number of French Speaking Students in French Language Schools: _______
Approximate Number of French Speaking Students in English Language Schools: _______

Enrolment as of September 30, 1989, in:
Grade 7: _____ Grade 8: _____ Grade 9, or less than 9 credits: _____

Number and Distribution of Personnel Delivering Guidance Programs to:

Grade 7	Grade 8	Secondary	
_____	_____	_____	Number of Fulltime Guidance Counsellors
_____	_____	_____	Number of Parttime Guidance Counsellors
_____	_____	_____	Number of Teachers
_____	_____	_____	Number of Administrators

Number of Centralized Personnel Responsible for Development and Delivery of the Guidance Program

Role	Number of Personnel	=	Fulltime	+	Parttime
Coordinator(s)	_____	=	_____	+	_____
Assistant Coordinator(s)	_____	=	_____	+	_____
Consultant(s)	_____	=	_____	+	_____
other, please specify:	_____	=	_____	+	_____

NOTE: In this questionnaire, the following definitions are assumed:

GUIDANCE CURRICULUM	An organized set of activities and/or materials specifically designed to implement some aspect of the Guidance Guideline.
GUIDANCE PROGRAM	"A composite of [all] instructional, counselling, consultation, coordination, and liaison activities...." (OSIS, p. 5) for delivering Guidance in the Board.

SECTION 1: GUIDANCE AND CAREER EDUCATION AT THE BOARD OR MINORITY LANGUAGE SECTION LEVEL

1. There are written and agreed upon goals and objectives for the Guidance Program.
   ( ) yes (If yes, please attach copies)
   ( ) no

2. There is a curriculum[*] for the Guidance Program specifically designed for:

grade 7	( ) yes	( ) no
grade 8	( ) yes	( ) no
grade 9	( ) yes	( ) no

   IF YES: This curriculum is integrated with the curriculum of other subject areas for:

grade 7	( ) yes	( ) no	( ) N/A
grade 8	( ) yes	( ) no	( ) N/A
grade 9	( ) yes	( ) no	( ) N/A

3. Resources to support the Guidance Program are available (**check all that apply**).
   ( ) locally produced kits
   ( ) commercially produced kits
   ( ) computer software
   ( ) speakers' directory
   ( ) film, video and audio materials
   ( ) other, please specify:

4. There is a central resource for student career information and counselling.
   ( ) yes: _____ Student Career Centre
   _____ Career Mobile
   _____ other, please specify:
   ( ) no

5. There is a formal process of planning, evaluation and review of the Guidance Program which occurs regularly:

at the Board level for grades 7/8	( ) no	( ) yes: every __ years
at the Board level for grade 9	( ) no	( ) yes: every __ years

   IF YES: Supervisory Officers are formally involved in the planning, evaluation and review:

for grades 7/8	( ) yes	( ) no
for grade 9	( ) yes	( ) no

6. When a new program in Guidance or career education is being planned, the planners consult books, journals and/or other professional sources in order to base the program on recent research and information.
   ( ) usually ( ) not usually

7. For each of the four aims of Guidance, written materials are developed from the curricula of the preceding division (from primary to junior, junior to intermediate, intermediate to senior).
   ( ) yes, for all or most of our programs
   ( ) yes, for a few of our programs
   ( ) no

8. We have developed our Guidance Program to be continuous from:

grade 6 to 7	( ) yes	( ) no	( ) to some extent but not fully
grade 7/8 to 9	( ) yes	( ) no	( ) to some extent but not fully
grade 9 to 10	( ) yes	( ) no	( ) to some extent but not fully

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[*] See definitions on the first page of this questionnaire.

For Questions 9 - 17, please estimate an appropriate percentage

9. On average, grade 7/8 Guidance programs with a **prevention*** focus comprise -% of total Guidance programming.
0% 20% 40% 60% 80% 100%

10. On average, grade 9 Guidance programs with a **prevention** focus comprise -% of total Guidance programming.
0% 20% 40% 60% 80% 100%

11. On average, grade 7/8 Guidance programs with an **intervention*** focus comprise -% of total Guidance programming.
0% 20% 40% 60% 80% 100%

12. On average, grade 9 Guidance programs with an **intervention** focus comprise -% of total Guidance programming.
0% 20% 40% 60% 80% 100%

13. On average, the percent of time I spend on administration is:
0% 20% 40% 60% 80% 100%

14. On average, the percent of time I spend on consulting is:
0% 20% 40% 60% 80% 100%

15. On average, the percent of time I spend on coordination is:
0% 20% 40% 60% 80% 100%

16. On average, the percent of time I spend on curriculum development is:
0% 20% 40% 60% 80% 100%

17. On average, the percent of time I spend on curriculum delivery is:
0% 20% 40% 60% 80% 100%

18. We have special programs and written materials and we provide opportunities for inservice training for easing student transitions **(check all that apply)**:

	Programs	Written Mats.	Inservice
from grade 6 to grade 7	( )	( )	( )
from grade 8 to grade 9	( )	( )	( )
from grade 9 to grade 10	( )	( )	( )

19. We have special programs and written materials and we provide opportunities for inservice training to meet the particular needs of girls (e.g., concerning non-traditional careers, gender bias, self-esteem) **(check all that apply)**:
( ) programs ( ) written materials ( ) inservice

20. There are Board coordinated programs involving Guidance services whose aims are to increase the enrolment of girls in non-traditional subject areas.
( ) yes ( ) no

21. There are Board coordinated programs involving Guidance services whose aims are to increase the interest of girls in non-traditional careers.
( ) yes ( ) no

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* See definitions on the first page of this questionnaire.

22. We have special programs and written materials and we provide opportunities for inservice training to meet the particular needs of **(check all that apply)**:

	Programs	Written Mats.	Inservice
French-Speaking Students (i.e., in French)	( )	( )	( )
Native Canadians	( )	( )	( )
Disabled Students	( )	( )	( )
Visible Minority Students (e.g., Black, Asian)	( )	( )	( )
Ethnic Minority Students (e.g., Italian, Ukrainian)	( )	( )	( )

23. In addition, we have special programs and written materials and we provide opportunities for inservice training to meet the particular needs of **(check all that apply)**:

	Programs	Written Mats.	Inservice
Inner City Students	( )	( )	( )
Rural Students	( )	( )	( )
Students at Risk of Dropping Out	( )	( )	( )
Other, please specify:	( )	( )	( )

24. Priorities for the grade 7/8 Guidance Program are **(rank order only those which apply, numbering from 1 meaning most important)**:
( ) activities which develop self awareness/self concept
( ) activities which help students develop good relationships with others
( ) activities which help students develop educational plans
( ) career counselling/exploration activities

25. Priorities for the grade 9 Guidance Program are **(rank order only those which apply, numbering from 1 meaning most important)**:
( ) activities which develop self awareness/self concept
( ) activities which help students develop good relationships with others
( ) activities which help students develop educational plans
( ) career counselling/exploration activities

26. Programming for the grade 7/8 Guidance Program includes **(rank order only those which apply, numbering from 1 meaning most important)**:
( ) drop-out prevention programs
( ) programs to assist/improve the transition process
( ) issue-based programs (e.g., bereavement, substance abuse)
( ) career planning programs
( ) other, please specify:

27. Programming for the grade 9 Guidance Program are **(rank order only those which apply, numbering from 1 meaning most important)**:
( ) drop-out prevention programs
( ) activities to assist/improve the transition process
( ) issue-based programs (e.g., bereavement, substance abuse)
( ) career planning programs
( ) other, please specify:

28. The following have been identified as a focus for Board-wide programming priority **(rank order only those which apply, numbering from 1 meaning most important)**:
( ) transitions
( ) prevention of dropping out
( ) career planning
( ) issues such as bereavement, substance abuse
( ) other, please specify:

29. Collaborative planning for the grade 7/8 Guidance Program depends heavily upon (**check all who are formally involved**):
    ( ) Guidance personnel at the school level
    ( ) teachers
    ( ) a career centre
    ( ) school administrators
    ( ) students
    ( ) parents
    ( ) members of the community
    ( ) Board level personnel: Social Work/Psychology
    ( ) Board level personnel: Special Education
    ( ) Board level personnel: ESL
    ( ) Board level personnel: Co-operative Education
    ( ) Board level personnel: Other Curriculum Areas
    ( ) Board level personnel: Staff Development
    ( ) Board level personnel: Research Services
    ( ) Board level personnel: Supervisory Officers
    ( ) Board level personnel: other, please specify:
    ( ) other, please specify:

30. Collaborative planning for the grade 9 Guidance Program depends heavily upon (**check all who are formally involved**):
    ( ) Guidance personnel at the school level
    ( ) teachers
    ( ) a career centre
    ( ) school administrators
    ( ) students
    ( ) parents
    ( ) members of the community
    ( ) Board level personnel: Social Work/Psychology
    ( ) Board level personnel: Special Education
    ( ) Board level personnel: ESL
    ( ) Board level personnel: Co-operative Education
    ( ) Board level personnel: Other Curriculum Areas
    ( ) Board level personnel: Staff Development
    ( ) Board level personnel: Research Services
    ( ) Board level personnel: Supervisory Officers
    ( ) Board level personnel: other, please specify:
    ( ) other, please specify:

31. There is formal linking/collaboration with the Cooperative Education program.
    ( ) yes ( ) no ( ) this Board does not have Cooperative Education

For questions 32 - 39, please select the most appropriate response:
1 = always; 2 = often; 3 = sometimes; 4 = rarely; 5 = does not apply

32. Board guidelines and policies are translated into the development and implementation of programs at the school level. 1 2 3 4 5

33. Programs at the school level have an influence on Board policies and directions. 1 2 3 4 5

34. The Guidance Program for grades 7/8 is integrated with the programs of other subject areas. 1 2 3 4 5

1 = always; 2 = often; 3 = sometimes; 4 = rarely; 5 = does not apply

35. The Guidance Program for grade 9 is integrated with the programs of other subject areas. 1 2 3 4 5

36. Inservice opportunities provided for grade 7/8 Guidance counsellors and teachers include:

    a. experiential, hands-on learning 1 2 3 4 5

    b. formal instruction 1 2 3 4 5

37. Inservice opportunities provided for grade 9 Guidance counsellors and teachers include:

    a. experiential, hands-on learning 1 2 3 4 5

    b. formal instruction 1 2 3 4 5

38. Inservice opportunities are provided for grade 7/8 Guidance counsellors and teachers for developing and supporting:

    a. student self-awareness/self concept 1 2 3 4 5

    b. good student relationships with others 1 2 3 4 5

    c. career counselling programs 1 2 3 4 5

    d. current information about jobs and employment 1 2 3 4 5

    e. transition programs 1 2 3 4 5

    f. drop-out prevention programs 1 2 3 4 5

39. Inservice opportunities are provided for grade 9 Guidance counsellors and teachers for developing and supporting:

    a. student self awareness/self concept 1 2 3 4 5

    b. good student relationships with others 1 2 3 4 5

    c. career counselling programs 1 2 3 4 5

    d. current information about jobs and employment 1 2 3 4 5

    e. transition programs 1 2 3 4 5

    f. drop-out prevention programs 1 2 3 4 5

40. Board resources are adequate for integrating career exploration with other subject areas.
( ) very adequate
( ) adequate
( ) somewhat adequate
( ) not very adequate

41. The Guidance Program makes the most difference for the majority of students in terms of (**rank order only those which apply, numbering from 1 meaning most important**):
( ) self-concept
( ) self-knowledge (strengths, interests, abilities, values)
( ) ability to relate to others
( ) formation of appropriate educational plans
( ) formation of appropriate and realistic career goals
( ) academic success
( ) successful transitions to the next level of schooling
( ) staying in school
( ) other, please specify:

42. The Guidance Program could make a much more significant, positive difference for students than it does if (**mark the 5 that would make the most difference**):
( ) we had better information on our students' needs and interests
( ) we had more and better information on characteristics of the community (parents' opinions, job opportunities, etc.)
( ) we had more and better information on and contact with community colleges
( ) we had more and better information on and contact with universities
( ) we had more contact with business and industry
( ) we knew more about our students' actual choices of work after they leave school
( ) we knew more about our students' success in work situations after they leave school
( ) we had the freedom to use our time differently in terms of administration, coordination, counselling, consulting, instructing, etc.
( ) we had more full-time trained Guidance counsellors in the schools
( ) we had more opportunities for inservice training
( ) we had better inservice training
( ) we had more and better communication among Guidance personnel throughout the system
( ) we had increased support and involvement of Supervisory Officers
( ) we had a Board Career Centre
( ) we had more useful and up to date information about occupations and employment trends
( ) we had better human resources, specifically:
( ) we had better non-human resources, specifically:
( ) other, please specify:

43. If I could add one type of program to the Guidance Program it would be a(n) (**check one only**):
( ) drop-out prevention program
( ) program to assist/improve the transition process
( ) issue-based program (e.g., bereavement, substance abuse)
( ) career planning program
( ) other, please specify:

Thank you for completing Section 1 of this Questionnaire.

If there is a particularly effective program (or activity, model or strategy) in Guidance or career education which operates at the level of your Board and which has an impact on students in Grades 7, 8 or 9, we would very much like to hear about it. Section 2, which follows, has been developed for that purpose.

We would ask that **whoever is most closely associated** with that program complete Section 2, using one copy for each program.

Should you wish to describe more than one effective program, please make photocopies of Section 2, using one copy for each program.

Please use the single envelope provided to return the questionnaire and all completed copies of Section 2 BY MAY 18 to:

Guidance Study
Research Services
155 College Street
Toronto, Ontario M5T 1P6

SECTION 2A: AN EFFECTIVE PROGRAM, MODEL, RESOURCE OR STRATEGY AT THE BOARD OR MINORITY LANGUAGE SECTION LEVEL THAT IS DELIVERED FOR STUDENTS

TO BE COMPLETED BY THE BOARD-LEVEL PERSON WHO DELIVERS THE EFFECTIVE PROGRAM.

PLEASE USE A SEPARATE COPY OF THIS QUESTIONNAIRE FOR EACH PROGRAM YOU WISH TO DESCRIBE.

Role(s) of Person(s) Completing Questionnaire: ______________________________

If you are willing to talk with us further about this program, please give us your:

Name: ______________________________ Telephone: ____________________

NOTE: In this questionnaire, the following definitions are assumed:

PREVENTION	Seeking to anticipate problems and provide solutions before a need arises
INTERVENTION	Responding or reacting to a need or problem
GUIDANCE CURRICULUM	An organized set of activities and/or materials specifically designed to implement some aspect of the Guidance Guideline.
GUIDANCE PROGRAM	"A composite of [all] instructional, counselling, consultation, coordination, and liaison activities...." (OSIS, p. 5), for delivering Guidance in the Board.

Please select ONE program or activity which you consider effective and answer the following questions.

PLEASE ANSWER QUESTIONS 1 - 44 IF THIS PROGRAM IS DELIVERED FOR STUDENTS.

1. **In one or two sentences**, please name the program* and describe its purpose and target groups. For example: *"Easing Down the Road": a transition program for girls entering grade nine.*

2. **In one or two sentences**, please tell us why this is an effective program.

---

* For this section, *program* means a program, workshop or learning strategy or resource.

3. This program is for students who **(check all that apply)**:
   - ( ) are in grade 7
   - ( ) are in grade 8
   - ( ) are in grade 9 or have completed less than nine credits
   - ( ) other, please specify:

4. The approximate number of students who have participated in this program since September 1989 is **(check one only)**:
   ( ) less than 10 ( ) 10-24 ( ) 25-49 ( ) 50-99
   ( ) 100-149 ( ) 150-199 ( ) more than 200 ( ) other:

5. This program is designed, with written materials and/or inservice, to meet the particular needs of **(check all that apply)**:

	Program	Written Mats.	Inservice
French-Speaking Students (i.e., in French)	( )	( )	( )
Native Canadians	( )	( )	( )
Disabled Students	( )	( )	( )
Visible Minority Students (e.g., Black, Asian)	( )	( )	( )
Ethnic Minority Students (e.g., Italian, Ukrainian)	( )	( )	( )

6. This program is designed, with written materials and/or inservice, to meet the particular needs of **(check all that apply)**:

	Program	Written Mats.	Inservice
Inner City Students	( )	( )	( )
Rural Students	( )	( )	( )
Students at Risk of Dropping Out	( )	( )	( )
Other, please specify:	( )	( )	( )

7. This program is specifically designed to encourage girls to consider non-traditional careers.
   ( ) yes ( ) no

8. One aim of this program is to increase the enrolment of girls in non-traditional subject areas.
   ( ) yes ( ) no

9. This program uses written materials and/or requires inservice training to meet the particular needs of girls **(check all that apply)**.
   ( ) written materials ( ) inservice ( ) neither

10. The main approach of this program is **(check one only)**:
    - ( ) prevention*
    - ( ) intervention*

11. The focus of this program is on **(rank order only those which apply, numbering from 1 meaning most important)**:
    - ( ) developing student self awareness/self concept
    - ( ) helping students develop good relationships with others
    - ( ) helping students develop educational plans
    - ( ) career counselling/exploration

---

* See definitions on the first page of this questionnaire

12. This program also includes a focus on (**rank order only those which apply, numbering from 1 meaning most important**):
    - ( ) drop-out prevention
    - ( ) the transition process
    - ( ) career planning
    - ( ) an issue (such as suicide, substance abuse)
    - ( ) other, please specify:

13. Desired outcomes for this program have been written:
    - ( ) yes (if yes, please attach a copy)
    - ( ) no

14. This program is linked to other subject areas through (**check all that apply**):
    - ( ) curriculum integration
    - ( ) co-written curriculum (with other subject areas)
    - ( ) is not linked - is a stand alone
    - ( ) other, please specify:

15. This program was developed in collaboration with (**check the 3 who were most involved**):
    - ( ) Guidance counsellors
    - ( ) teachers
    - ( ) social workers/psychologists
    - ( ) school administrators
    - ( ) Board level personnel
    - ( ) students
    - ( ) parents
    - ( ) members of the community
    - ( ) other, please specify:

16. This program was based on a formal needs assessment.
    ( ) yes ( ) no

17. The amount of time spent on planning this program was:
    ____ hours OR ____ days

18. The amount of time spent on delivering this program was:
    ____ hours OR ____ days

19. Specific learning strategies used in the program include (**check all that apply**):
( ) brainstorming
( ) case studies
( ) communication labs
( ) community service activities
( ) cooperative group learning
( ) cooperative education/work-study
( ) creative problem-solving
( ) cross-panel tutoring
( ) decision-making
( ) discussion
( ) debate
( ) field trips
( ) games
( ) independent study
( ) information sharing
( ) job visits/job shadowing
( ) journal writing
( ) leadership building activities
( ) mentoring
( ) peer counselling
( ) peer tutoring
( ) other peer program, please specify:
( ) personal reflection
( ) projects
( ) retreat
( ) role playing and simulation
( ) small groups
( ) speakers
( ) other, please specify:

20. In this program, career education is defined as primarily (**check one only**):
( ) development of job skills (occupational training, attitude and employability skills)
( ) occupational information (e.g., job searching, information about income)
( ) development of self-awareness combined with career exploration
( ) other, please specify:
( ) N/A: this is not a career education program

21. In this program, the focus is on (**check all that apply**):

Program Focus	Program	Written Mats.	Inservice
transition from grade 6 to grade 7	( )	( )	( )
transition from grade 8 to grade 9	( )	( )	( )
transition into secondary school	( )	( )	( )
continuation to university	( )	( )	( )
continuation to community college	( )	( )	( )
continuation to an apprenticeship	( )	( )	( )
continuation to a job	( )	( )	( )
other, please specify:	( )	( )	( )

( ) N/A: this program does not consider educational opportunities

22. This program/activity is important because it (**check all that apply**):
( ) provides successful outcomes for students
( ) serves a large number of students
( ) is targeted at a very specific group of students with special needs
( ) fits within the overall goals and objectives of the Guidance Program
( ) other, please specify:

23. This program is linked to specific goals and priorities of the **(check all that apply)**:
( ) Board
( ) school
( ) department
( ) individual counsellor
( ) teacher
( ) other, please specify:

24. Significant barriers we have/had to overcome in successfully implementing this program include(d) **(check all that apply)**:
( ) lack of financial support
( ) lack of staff support
( ) lack of appropriate resources (e.g. space, equipment)
( ) lack of administrative support at the school level
( ) lack of administrative support at the Board level
( ) lack of Guidance counsellor time
( ) lack of teacher time
( ) lack of appropriate curriculum materials
( ) there was no significant barrier
( ) other, please specify:

25. This program is evaluated in its effectiveness for students using the following criteria:

	formally	informally
evidence of increased knowledge and understanding of content		
evidence of increased understanding of the career planning process		
evidence of increased information and skills for educational planning		
evidence of a more positive self-concept		
evidence of a more positive attitude toward school		
evidence of improved attendance		
evidence of improved participation in the classroom and/or school		
evidence of improved behaviour		
evidence of improved relationships with others		
evidence of improved academic performance		
other, please specify:		

26. This program is evaluated using the following methods:

	formally	informally
written student reports/responses		
oral student reports/responses		
written staff reports/responses		
oral staff reports/responses		
parent reports/responses		
other, please specify:		

27. Students are routinely surveyed regarding the effectiveness of this program in terms of their own goals and objectives for participating in it.
( ) always
( ) usually
( ) sometimes
( ) almost never

28. We would like student participation in this program to be higher.
( ) yes ( ) no

IF YES: Students are consulted about why they do not participate as much as we would like.
( ) yes ( ) no

29. This program includes visits to or from **(check all that apply)**:
( ) intermediate schools
( ) secondary schools
( ) college/university
( ) career centre
( ) graduates talking about their education and/or work experiences
( ) other guest speakers
( ) other, please specify:

30. Strategies used to deliver this program, include **(check all that apply):**
( ) individual personal counselling
( ) group personal counselling
( ) individual educational counselling
( ) group educational counselling
( ) development of work and employability skills
( ) individual career counselling
( ) group career counselling
( ) classroom instruction
( ) coordination (among teachers within school(s); referral to agencies)
( ) consultation (work with teachers and administrators)
( ) curriculum development
( ) training peer tutors/buddies/counsellors
( ) training adult mentors
( ) other, please specify:

31. Resources used for this program include **(check all that apply)**:
( ) blackboard, overhead projections
( ) commercially produced kits
( ) computer software
( ) locally produced kits
( ) print media (newspapers, magazines)
( ) textbooks
( ) video, audio, film
( ) workbooks
( ) xeroxed materials
( ) other, please specify:

For questions 32-33, select the most appropriate response:
1 = high priority; 2 = moderately high priority;
3 = moderately low priority; 4 = low priority; 5 = does not apply

32. In the context of the Guidance Program for this Board, this program has a priority of: 1 2 3 4 5

33. This program assists students by (choose the appropriate priority):

fostering self-esteem, enabling students to develop a positive, empowering self-concept	1 2 3 4 5
providing students with opportunities to identify their strengths, interests, abilities and values	1 2 3 4 5
providing students with strategies for dealing with stress and with the emotional, physical and social changes which they are experiencing	1 2 3 4 5
providing information and support about issues (e.g., drugs, sexuality, families in transition, suicide, bereavement, substance abuse)	1 2 3 4 5
encouraging students to discuss possible barriers to the realization of their aspirations (e.g., peer/parent pressure)	1 2 3 4 5
providing opportunities to develop the interpersonal and social skills required for positive interaction with others	1 2 3 4 5
increasing student participation in and a sense of belonging to the school community (e.g., encouraging involvement in extra-curricular activities, conferences)	1 2 3 4 5
enabling students to learn about and have positive experiences with conflict resolution, problem solving and decision making	1 2 3 4 5
addressing issues regarding race and gender	1 2 3 4 5
providing information about educational alternatives and choices	1 2 3 4 5
understanding the consequences of curricular and course decisions	1 2 3 4 5
providing information about educational transitions	1 2 3 4 5
teaching planning and time management	1 2 3 4 5
promoting an understanding of the relationship between educational achievement and career planning, training and placement	1 2 3 4 5
helping students to link their interests and abilities with future career possibilities	1 2 3 4 5

1 = high priority; 2 = moderately high priority;
3 = moderately low priority; 4 = low priority; **5 = does not apply**

This program assists students by (choose the appropriate priority):

helping students to link their educational plans with their career aspirations	1	2	3	4	5
beginning the process of examining and developing career goals	1	2	3	4	5
providing students with skills for locating and interpreting information about career opportunities	1	2	3	4	5
providing information about specific careers and career clusters	1	2	3	4	5
addressing relevant societal issues and problems in relation to self and work (e.g., unemployment, changing work sectors)	1	2	3	4	5
increasing students' knowledge of the world of work, including information about employment trends	1	2	3	4	5
increasing the student's opportunities to work with and understand technology and its implications	1	2	3	4	5
providing opportunities to examine non-traditional roles	1	2	3	4	5
assisting students in developing positive attitudes toward work and learning	1	2	3	4	5

34. The idea for the program originated with **(check all that apply)**:
    - ( ) Guidance coordinator
    - ( ) Guidance counsellor(s)
    - ( ) school principal/vice principal
    - ( ) Board level personnel
    - ( ) parents
    - ( ) school trustees
    - ( ) others in the community
    - ( ) employers
    - ( ) teacher(s), please specify subject area(s):
    - ( ) student(s), please specify grade(s):
    - ( ) other, please specify:

35. The idea for the program came about because of **(check all that apply)**:
    - ( ) discussion with colleagues
    - ( ) discussion with colleagues at the school level
    - ( ) attendance at a conference
    - ( ) observation at a school
    - ( ) discussion with students
    - ( ) response to business/industry
    - ( ) reading about another program
    - ( ) other, please specify:

36. Planning and research that occurred to develop the idea included (**mark "1" for your principal response and check all others that apply**):
    - ( ) discussion with colleagues
    - ( ) observation of a similar program in a different setting
    - ( ) reading about the idea upon which the program is based
    - ( ) investigating theoretical foundations for the idea and its application
    - ( ) considering how the idea fits into the goals and objectives of Guidance
    - ( ) discussion with students
    - ( ) discussion with parents
    - ( ) visiting a career centre
    - ( ) other, please specify:

37. Assessment of need for the program was carried out through (**mark "1" for your principal response and check all others that apply**):
    - ( ) discussion with colleagues at the Board
    - ( ) discussion with colleagues at school
    - ( ) discussion with Supervisory Officers
    - ( ) personal judgment of Guidance coordinator
    - ( ) formal needs assessment of students
    - ( ) formal needs assessment of parents
    - ( ) formal needs assessment of others
    - ( ) discussion with students
    - ( ) discussion with parents
    - ( ) informal needs assessment
    - ( ) other, please specify:

38. Gathering resources for this program included (**mark "1" for your principal response and check all others that apply**):
    - ( ) search for appropriate materials
    - ( ) consideration of appropriate methodologies
    - ( ) development of materials
    - ( ) other, please specify:

39. Preparation for delivery of the program included (**check all that apply**):
    - ( ) field testing
    - ( ) participation in inservice
    - ( ) formative evaluation
    - ( ) discussion with colleagues
    - ( ) discussion with students
    - ( ) discussion with parents
    - ( ) other, please specify:

40. Program evaluation (**check one only**):
    - ( ) occurred and necessitated revision of the program
    - ( ) occurred without indicating the need for further revision
    - ( ) has not yet occurred

41. Support for the program from the Board has been:

adequate for financial needs	( ) yes	( ) no
adequate for staffing needs	( ) yes	( ) no
adequate for resource needs	( ) yes	( ) no
adequate for inservice needs	( ) yes	( ) no

other, please specify:

42. Support for the program from the school level has been:
( ) adequate ( ) inadequate

43. The process of developing this program from the initial idea stage has been (check one only):
( ) wonderful
( ) painful but worth it
( ) painful and I'll never try to do this again
( ) other, please specify:

44. Please use this space to add anything further about this program that you would like to tell us about.

SECTION 2B: AN EFFECTIVE PROGRAM, MODEL, RESOURCE OR STRATEGY AT THE BOARD OR MINORITY LANGUAGE SECTION LEVEL THAT IS DELIVERED FOR STAFF

PLEASE ANSWER QUESTIONS 45 - 69 IF THIS PROGRAM IS DELIVERED FOR STAFF.

45. **In one or two sentences**, please name the program* and describe its purpose and target groups. For example: "Meeting Transition Needs": Inservice for teachers of grades 7 and 8.

46. **In one or two sentences**, please tell us why this is an effective program.

47. Staff who participated in this program include **(check all that apply)**:
( ) Guidance counsellors
( ) teachers
( ) social workers/psychologists
( ) school administrators
( ) Board level personnel
( ) students
( ) parents
( ) employers
( ) other members of the community
( ) other, please specify:

48. This program is for staff who teach **(check all that apply)**:
( ) grades 7/8
( ) secondary school
( ) other, please specify:

49. The approximate number of staff who have participated in this program since September 1989 is **(check one only)**:
( ) less than 5 ( ) 5-9 ( ) 10-24 ( ) 25-49
( ) 50-99 ( ) more than 100 ( ) other:

50. The focus of this program is on assisting staff to help students **(rank order only those which apply, numbering from 1 meaning most important)**:
( ) develop self awareness/self concept
( ) develop good relationships with others
( ) develop educational plans
( ) with career counselling/exploration

51. This program also includes a focus on assisting staff with **(rank order only those which apply, numbering from 1 meaning most important)**:
( ) drop-out prevention
( ) the transition process
( ) career planning
( ) an issue (such as suicide, substance abuse)
( ) other, please specify:

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* For this section, *program* means a program, workshop, inservice activity, teaching strategy or resource.

52. This program has a cross-curricular focus.
( ) yes ( ) no

53. This program was developed in collaboration with **(check the 3 who were most involved)**:
( ) Guidance counsellors
( ) teachers
( ) social workers/psychologists
( ) school administrators
( ) Board level personnel
( ) students
( ) parents
( ) members of the community
( ) other, please specify:

54. This program was based on a formal needs assessment.
( ) yes ( ) no

55. The amount of time spent on planning this program was:
____ hours OR ____ days

56. The amount of time spent on delivering this program was:
____ hours OR ____ days

57. Inservice was provided to personnel who are delivering this program.
( ) yes ( ) no

58. In this program, career education is defined as primarily **(check one only)**:
( ) development of job skills (occupational training, attitude and employability skills)
( ) occupational information (e.g., job searching, information about income)
( ) development of self-awareness combined with career exploration
( ) other, please specify:
( ) N/A: this is not a career education program

59. The focus of this program is on some aspect of transitions.
( ) yes ( ) no

60. This program is evaluated in its effectiveness for staff using the following criteria:
( ) increased ability of staff to deliver related programs
( ) increased awareness of the relevance of the topic to school programming
( ) increased knowledge and understanding of content
( ) other, please specify:

61. This program is evaluated:
( ) formally ( ) informally ( ) not at all

62. We would like staff participation in this program to be higher.
( ) yes ( ) no

IF YES: Staff are consulted about why they do not participate as much as we would like.
( ) yes ( ) no

63. The idea for the program originated with **(check all that apply)**:
    - ( ) Guidance coordinator
    - ( ) Guidance counsellor(s)
    - ( ) school principal/vice principal
    - ( ) Board level personnel
    - ( ) parents
    - ( ) school trustees
    - ( ) others in the community
    - ( ) employers
    - ( ) teacher(s), please specify subject area(s):
    - ( ) student(s), please specify grade(s):
    - ( ) other, please specify:

64. The idea for the program came about because of **(check all that apply)**:
    - ( ) discussion with colleagues
    - ( ) attendance at a conference
    - ( ) observation at a school
    - ( ) discussion with students
    - ( ) response to business/industry
    - ( ) reading about another program
    - ( ) other, please specify:

65. Gathering resources for this program included **(mark "1" for your principal response and check all others that apply)**:
    - ( ) search for appropriate materials
    - ( ) consideration of appropriate methodologies
    - ( ) development of materials
    - ( ) other, please specify:

66. Program evaluation **(check one only)**:
    - ( ) occurred and necessitated revision of the program
    - ( ) occurred without indicating the need for further revision
    - ( ) has not yet occurred

67. Support for the program from the Board level has been:

adequate for financial needs	( ) yes	( ) no
adequate for staffing needs	( ) yes	( ) no
adequate for resource needs	( ) yes	( ) no
adequate for inservice needs	( ) yes	( ) no

other, please specify:

68. The process of developing this program from the initial idea stage has been **(check one only)**:
    - ( ) wonderful
    - ( ) painful but worth it
    - ( ) painful and I'll never try to do this again
    - ( ) other, please specify:

69. Please use this space to add anything further about this program that you would like to tell us about.

Thank you for your cooperation in filling out this questionnaire.

Please give the completed Section 2 to the person who asked you to complete it. That person will return the questionnaire by May 18 to the researchers.